PATHWAYS

A study of labour market experiences and transition patterns of high school leavers

Ontario
Ministry of Skills Development

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EXECUTIVE SUMMARY

BACKGROUND

The transition of young people from school into productive and stable employment is a complex process which varies from individual to individual. The nature and success of the transition depend upon individual choices and experiences. Basic education is a critical building block — fundamental to later success in every field and occupation. Knowledge and awareness of how to plan and achieve career goals are also essential. Work experience provides a basis for life and employment-related skills which are transferable to any job. Opportunities for both informal and formal skills training are also an important prerequisite to a successful transition.

Evidence of inefficiency in the school-to-work transition process can be found in growing skill shortages, in apparent mismatches between the skills of new labour force entrants and the demands of the economy, as well as in the persistent unemployment among certain sub-groups of the youth population. This evidence of inefficiency has drawn increasing attention from government policy makers, educators and others. There is a need to better understand the transition process and to identify its strengths and weaknesses.

It is to contribute to a better understanding of the school-to-work transition process that the Ministry of Skills Development has undertaken the survey described in this report. In designing the survey, the Ministry was aware, above all, of the complexity of the process and the diversity of path young people follow as they move from school into their working lives. This complexity and diversity is reflected in the survey itself — both in its length and in the range of the issues addressed, from employment experience to career counselling to training and educational experience.

EXECUTIVE SUMMARY

BACKGROUND

The transition of young people from school into productive and stable employment is a complex process which varies from individual to individual. The nature and success of the transition depend upon individual choices and experiences. Basic education is a critical building block — fundamental to later success in every field and occupation. Knowledge and awareness of how to plan and achieve career goals are also essential. Work experience provides a basis for life and employment-related skills which are transferable to any job. Opportunities for both informal and formal skills training are also an important prerequisite to a successful transition.

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The survey focuses on the transition experiences of a particular segment of the youth population: those who enter the labour force directly from high school without proceeding — at least immediately — to post-secondary education. This sub-group includes both high school graduates and those who drop out of high school, and comprises about two-thirds of the youth population. For the purposes of this report, these youth are referred to as high school "leavers".

This sub-group was chosen in part because historically it has been those youth without post-secondary education who have experienced problems in making the school-to-work transition. This is reflected in frequency and duration of periods of unemployment and, ultimately, in long-term job security.

An analysis of the transition experiences of this two-thirds of the youth population will provide insight into the skill formation processes they undergo and should indicate whether additional attention — from policy makers, educators or employers — is warranted to ensure this group is equipped to meet rapidly changing and escalating skill demands in the economy.

A second factor influencing the decision to focus on this particular group is the issue of access to post-secondary education and training by individuals already in the labour force. The traditional model of progressive steps from secondary to post-secondary to the labour force describes only a portion of those who attend post-secondary. Rather, a significant proportion of those in full-time attendance at post-secondary institutions — close to half in the case of community colleges — enters after some experience in the labour force.

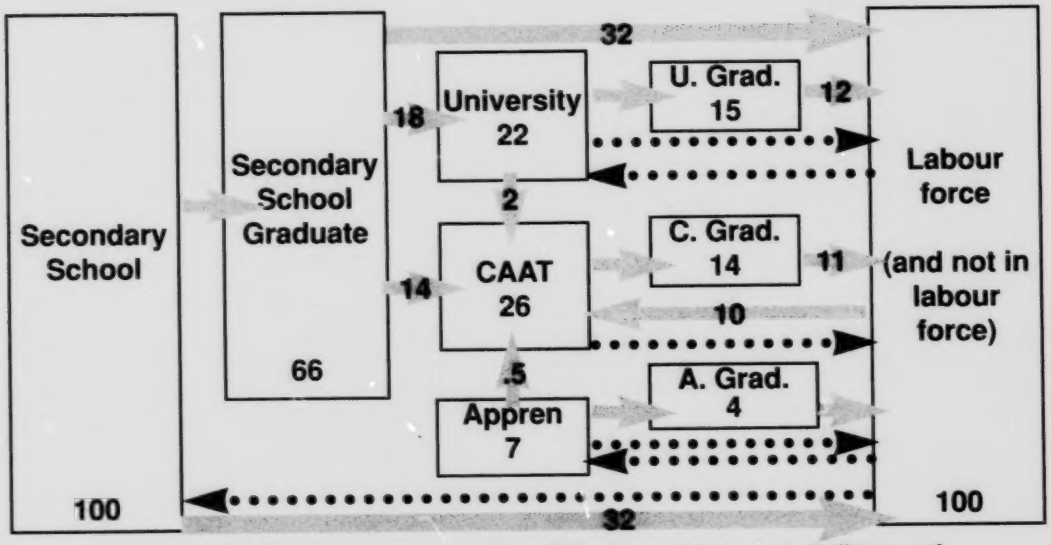
The schematic diagram in Figure 1 illustrates the complexity of the school-to-work transition process. Based on an amalgamation of survey data from the Ministries of Education, Colleges and Universities, and Skills Development, the diagram traces the transition pathways of a "representative" 100 young people. The box on the left shows all 100 in compulsory attendance at secondary school. The box on the right shows all 100 eventually in the labour force. The boxes and arrows in between indicate the variety of paths followed — including movement in and out of the labour force and educational institutions — between these two points. Approximate proportions are also indicated. For example, the chart shows that of 66 high

school graduates, 32 enter the labour force directly from high school. In addition, 32 drop out of high school before graduation. (Dotted lines indicate information which is not available.)

Obviously the diagram gives only a rough approximation of the process, and contains a number of omissions and over-simplifications. For example, all possible "end states" — including full-time homemaking — are subsumed under the right hand "labour force" box. On-the-job training is not addressed at all. Nonetheless, the diagram is useful in illustrating the complexity of the process and the diversity of paths taken, as well as in highlighting areas of the transition about which little is understood. One of these areas is clearly the pathway from work back into education or training.

FIGURE 1

SCHOOL-TO-WORK TRANSITION



Source : Tri-Ministry Liaison Committee (Ministries of Education, Colleges and Universities and Skills Development), April, 1988

Finally, the focus on high school "leavers" reflects the interest of the Ministry of Skills Development in skill formation which occurs outside post-secondary institutions. Only about half of the individuals in our labour force ever access post-secondary education, and only about one-third acquire formal post-secondary qualification. Clearly, therefore, a vital component of skill formation for the economy occurs not in formal post-secondary education but in on-the-job training and various forms of "continuing education".

If our workforce is to meet the challenge of escalating and rapidly changing skill requirements, increasing participation in formal post-secondary education will only be part of the solution. This must be complemented by a corresponding increase in other types of training, delivered by industry, private trainers or educational institutions working more closely with business. By examining the range of training and education experiences of the non-post-secondary stream, and the factors which influence its participation in learning, this survey can provide input into efforts to expand opportunities for non-institutional skills training.

The survey was undertaken for the Ministry of Skills Development by Decima Research. Fourteen hundred and forty young people, aged 17 to 28 years of age and living in all parts of the province, were interviewed during August and September, 1988. As well, a number of focus groups were conducted. The following summary describes some highlights of the survey. Detailed results of the survey and the focus groups are set out in the body the of document.

HIGHLIGHTS

The Transition to Employment

This research clearly indicates that the move from school into stable employment is a long-term process which, for many young people, is not complete even by their late twenties. As Figure 2 demonstrates, job attachment — as measured by length of time in current job — increases with age. However, the process is a slow one which allows many exceptions — for example, close to one in three respondents aged 27 and 28 have been in their current jobs for less than a year.

FIGURE 2

LENGTH OF TIME IN CURRENT JOB, BY AGE

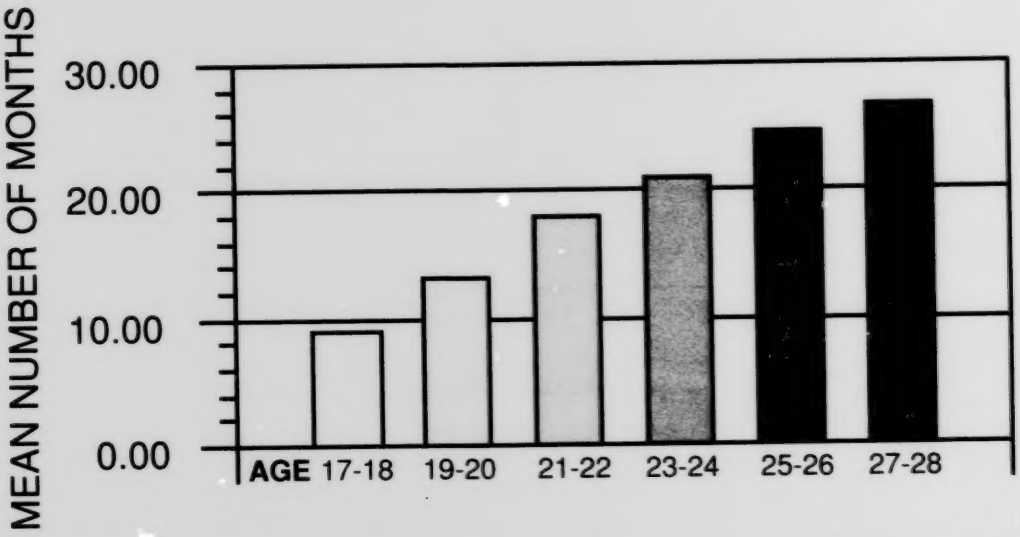
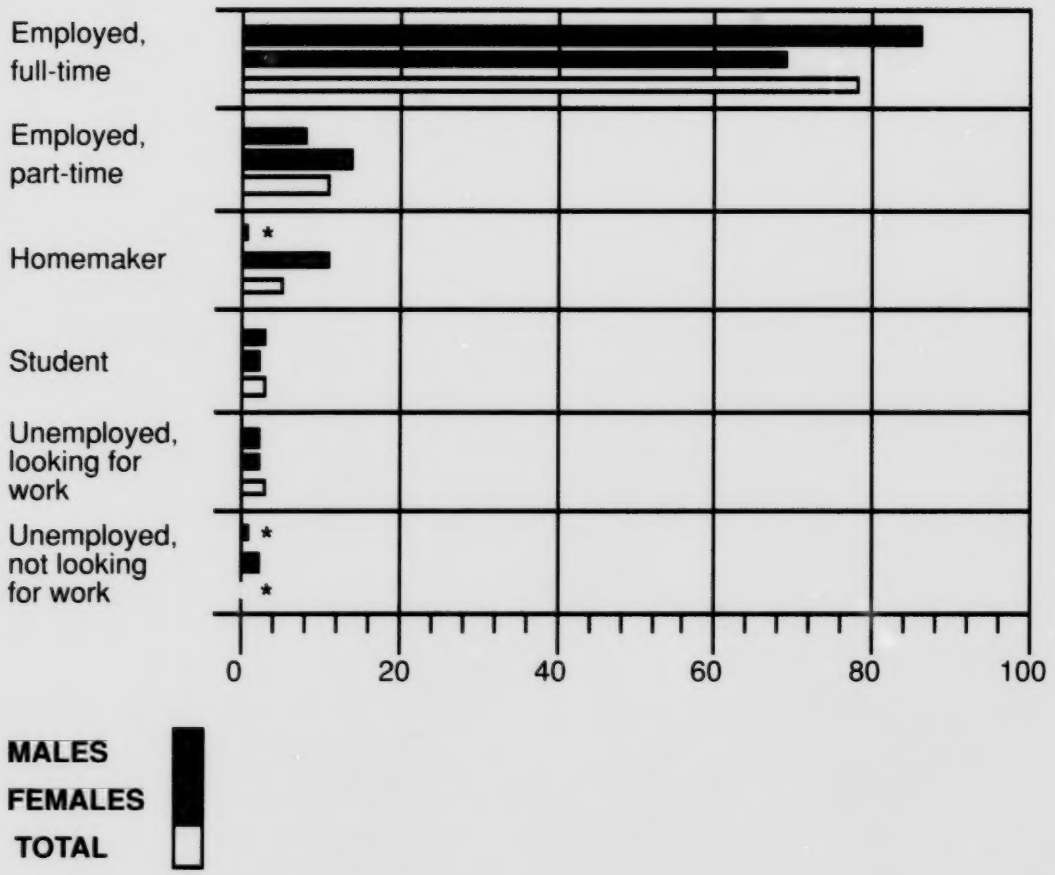


Figure 3 (below) describes the "typical" work status of respondents since leaving high school. Most have been employed full time. However, gender differences are significant. Fewer females have been employed full time, while more have worked primarily part-time or been homemakers.

FIGURE 3

TYPICAL WORK STATUS SINCE LEAVING HIGH SCHOOL



* Amount more than 0 and less than 0.5.

Perhaps more significantly, the survey demonstrates that an early transition to stable employment is not always the optimal outcome for the individual. In many cases, those youth who do not find an early sense of "permanency" in their jobs, and those who have suffered from higher than average unemployment, are more likely to seek out skills through further education and training. Figure 4 provides an example of this, by portraying the relationship between "Job Permanency Attitude" (the expectation that one's current type of work is permanent) and training attitudes and behaviour. Both an interest in acquiring new skills and having actually undertaken training are associated with an *absence* of the permanency attitude.

FIGURE 4

RELATIONSHIP OF JOB PERMANENCY ATTITUDE TO TRAINING

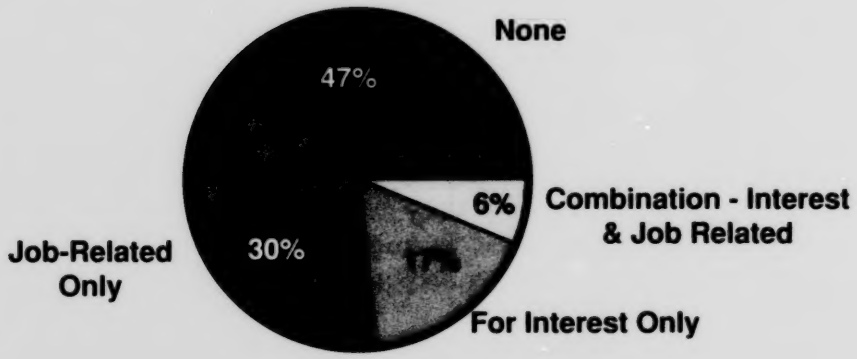
	% Very Interested in Acquiring New Skills	% Who have Undertaken further Education or Training
Expect Job Permanency	33%	45%
Do Not Expect Job Permanency	66%	54%

Further Education or Training

An examination of the training and education experiences of respondents reveals that 53% of the sample have undertaken some further education or training. As Figure 5 indicates, by far the largest proportion of this education or training is job-related.

FIGURE 5

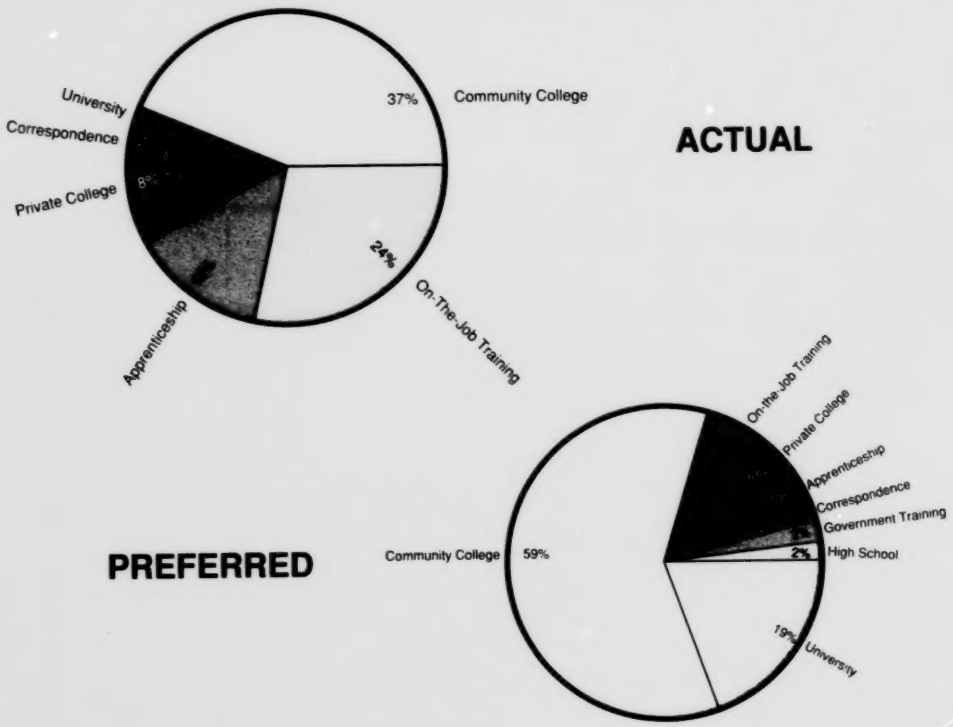
TRAINING AND FURTHER EDUACTION



The diversity of training and education locations utilized by the sample presents a challenge to those designing or delivering services to this group. As Figure 6 demonstrates, the group is strongly heterogeneous in its training needs and preferences. As well, there is a divergence between stated preferences about training locations and where these youths actually do take education and training. This raises concerns about a lack of awareness of certain sources of training — particularly on-the-job training — as well as questions about how this source of training might be expanded.

FIGURE 6

SOURCES OF FURTHER TRAINING AND EDUCATION, PREFERRED AND ACTUAL



Figures 7 and 8 (next page) describe respectively, the programs of study undertaken by respondents and those they would like to undertake in future. Strong gender differences are apparent in both.

FIGURE 7

PROGRAM OF STUDY UNDERTAKEN

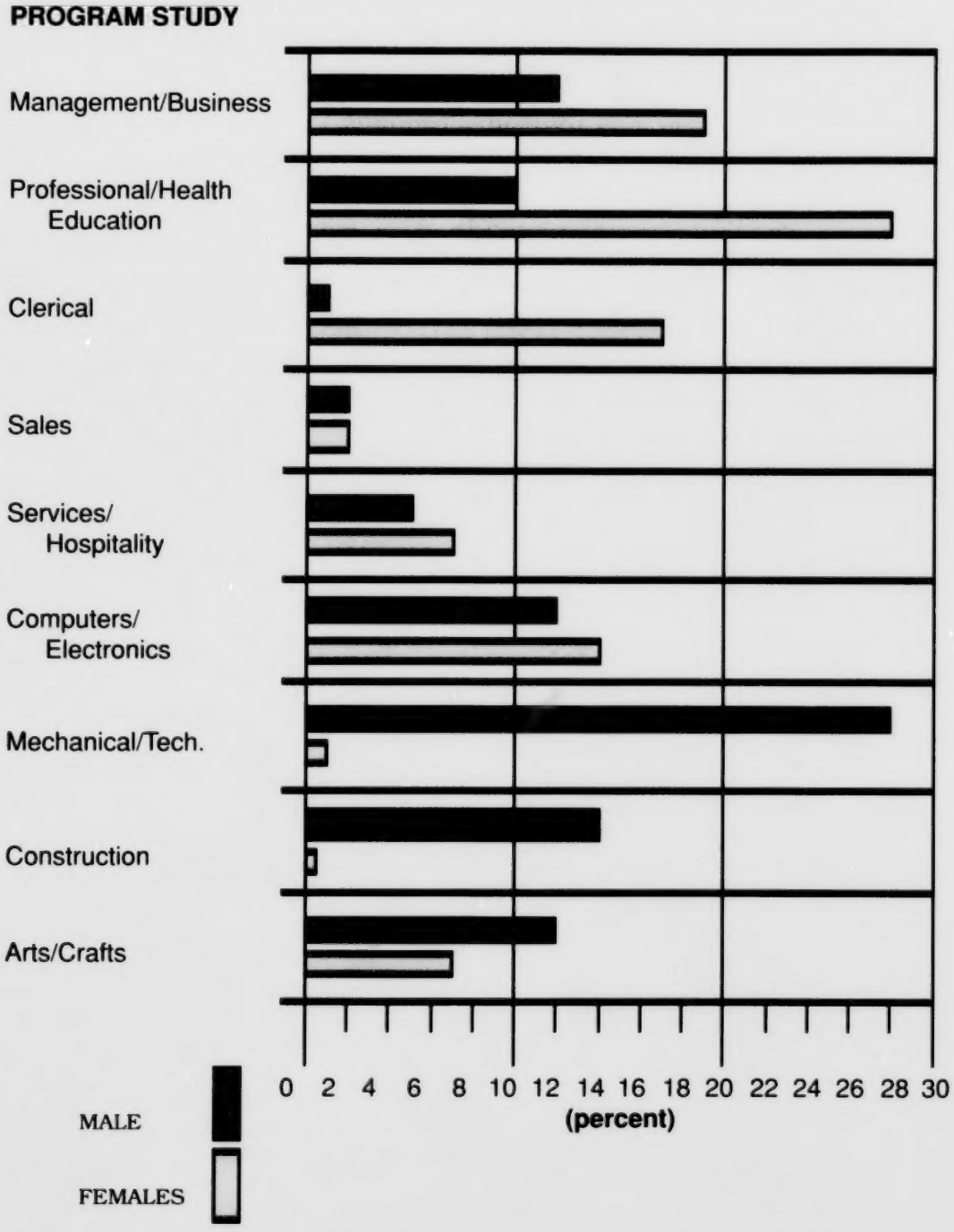
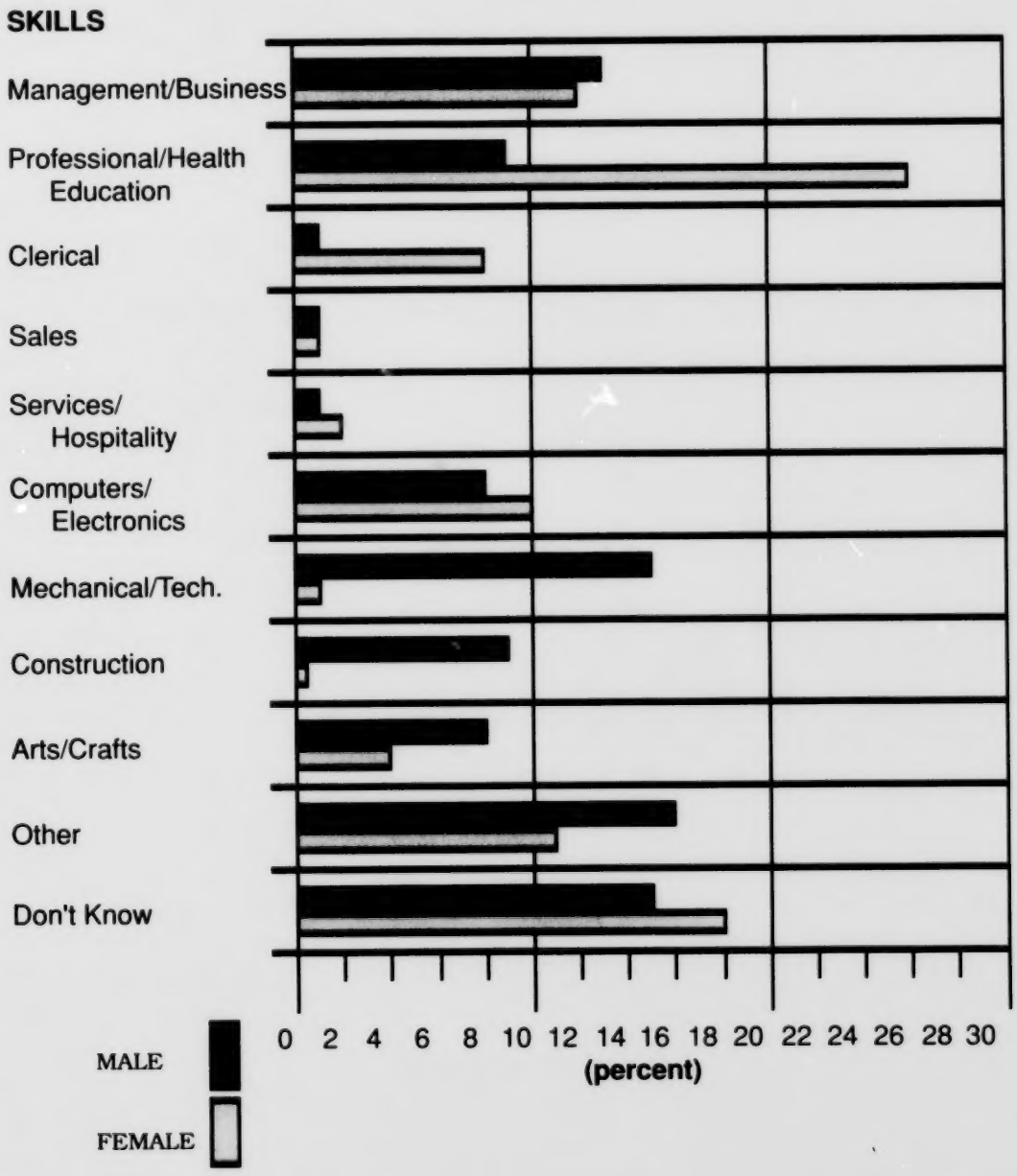


FIGURE 8

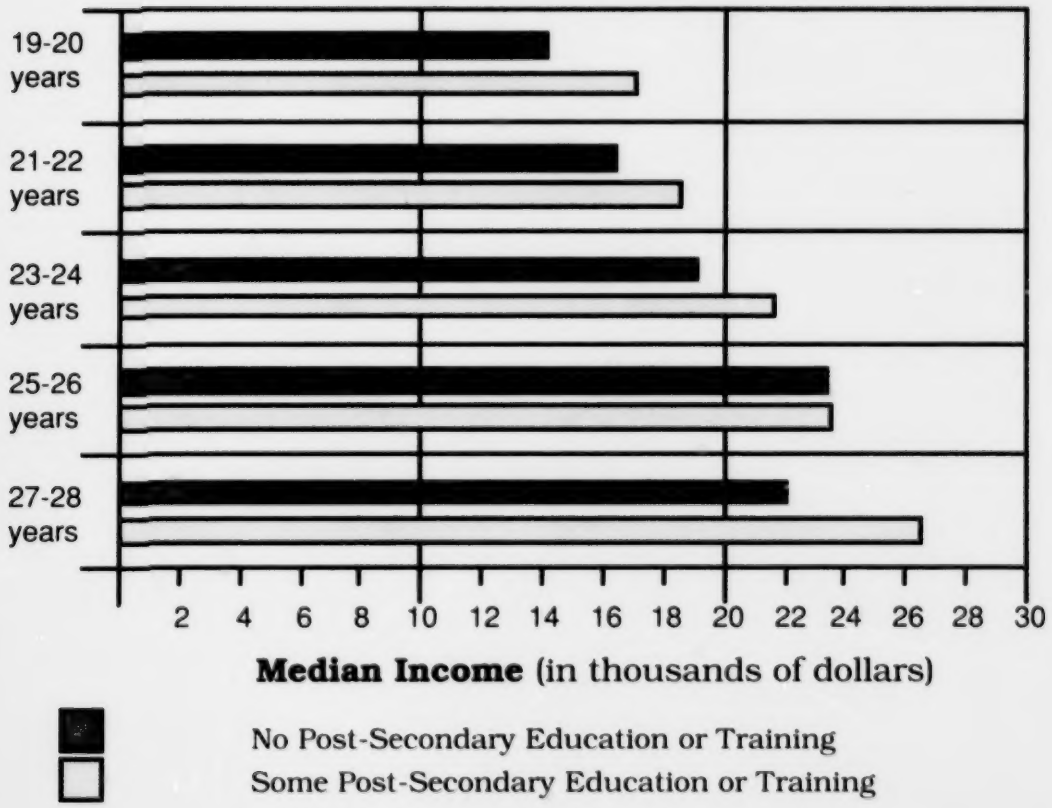
SKILLS WANTED — BY GENDER



As Figure 9 demonstrates, further education and training are associated with higher incomes among respondents. This is only one reason, however, and not the most important, for considering formal skills acquisition as an important component of the transition process. The level of change occurring in the economy, the escalating skill requirements occurring in many industries, and the greater recognition of "lifelong learning" and retraining of adults all point to the increasing importance of skill acquisition as a prerequisite to successful long-term participation in the labour force.

FIGURE 9

IMPACT OF FURTHER EDUCATION AND TRAINING ON INCOMES OF HIGH SCHOOL LEAVERS BY AGE


19-20 years
21-22 years
23-24 years
25-26 years
27-28 years
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
Median Income (in thousands of dollars)
No Post-Secondary Education or Training
Some Post-Secondary Education or Training

Barriers to Further Education or Training

If we accept as our definition of a successful transition one which includes the acquisition of work-related skills through formal education or training, then incentives and barriers to further study become critical areas of concern. Three factors related to high school experience appear to increase the likelihood of pursuing further education and training after entering the workforce :

1) The higher the grade completed, the greater the tendency to pursue further education and training;

2) the intention upon leaving high school to train or study; and

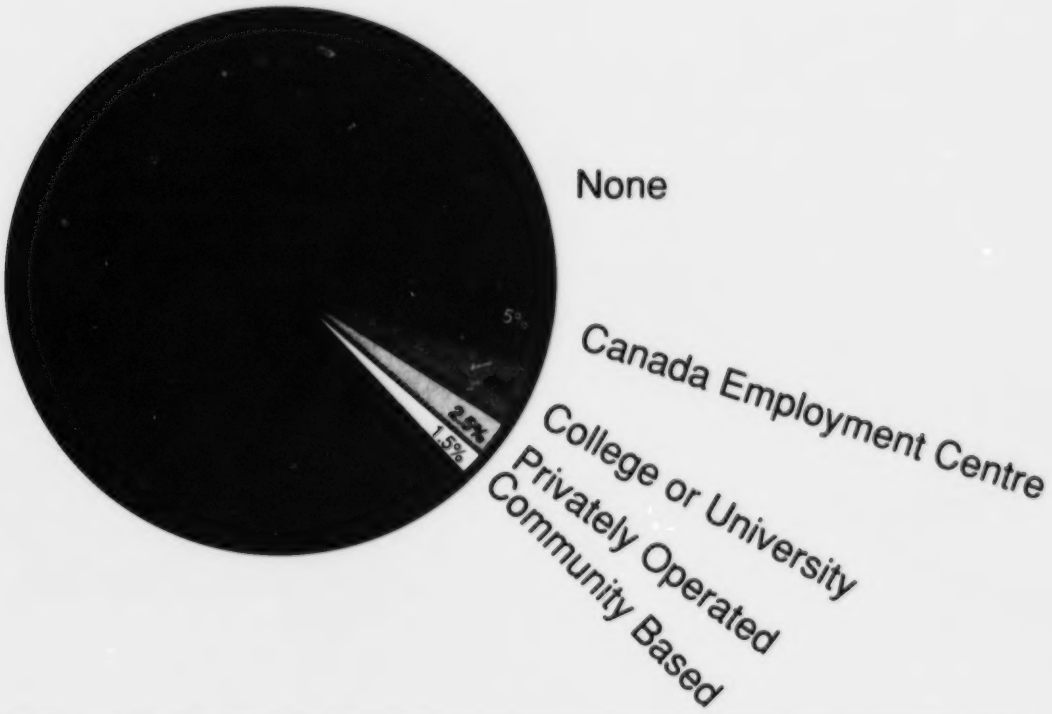
3) the taking of an advanced rather than a basic program.

As mentioned above, experiences with unemployment appear to increase the tendency to pursue further training or education; training and education seem to be viewed as a solution to employment failures. Geographic barriers to training are also evident.

Limited information about education or training opportunities — due to a lack of career counselling — also appears to be a barrier to further study. As Figure 10, (next page) demonstrates, only 13% of the sample have received any form of career or job-related counselling.

FIGURE 10

JOB-RELATED COUNSELLING



Finally, supporting children in the home is clearly a barrier to further education and training for females.

Equally important are attitudinal and motivational conditions which are seen to strongly influence the training decision. for example, being goal directed — interested in a specific type of job — at the time of leaving high school is strongly correlated with later job satisfaction, higher incomes *and* further education and training. Again, this points to the importance of career and vocational counselling in contributing to a successful school-to-work transition.

Source of Figures 2 - 10 :
"Pathways: A Study of Labour Market Experiences and Transition Pattern of High School Leavers", M.S.D., 1989.

CONCLUSION

These findings support the assumptions which prompted the Ministry of Skills Development to undertake this survey. A more efficient school-to-work transition requires that policy attention be paid to those youths who do not go to post-secondary education and to that part of the transition which occurs after the young person has left secondary school. Clearly, the "two-thirds" who do not attend post-secondary institutions immediately after high school continue to make employment and training decisions after they have entered the labour force. These decisions influence their transition, both in terms of employment stability and skills acquisition. Access to employment opportunities, to institutional education and to on-the-job training for youth in the labour force affect the school-to-work transition and ultimately influence the flexibility and competitiveness of our workforce.

At the same time, the survey demonstrates that high school experiences — and particularly leaving high school before graduation — have a dramatic influence on subsequent labour force experience, and pose a problem that must continue to be addressed.

I. INTRODUCTION

A. OBJECTIVES

The overall objective of this research is to identify the paths of young Ontarians who enter the labour force directly from high school. The background factors associated with this transition are of special interest. While much has been written about the school-to-work transition, for the purposes of this study it is taken to mean the acquisition of a job or a set of skills that the respondent sees as fairly long-term — in other words, the achievement of some form of stability regarding skills and the labour market.

Specifically, the objectives of the research are:

- To identify the transition paths of young Ontarians who enter the labour force directly from high school;
- To identify the extent to which young Ontarians secure lasting and stable employment;
- To measure the extent to which young Ontarians obtain further education or training;
- To identify the background factors associated with obtaining further education or training, including barriers to this training;
- To establish the impact of further education or training(or lack thereof) on securing lasting and stable employment and income, and on attitudes toward work;
- To identify changes over time in transition patterns;
- To identify the location of further education and training and the types of programs that are undertaken;

- To assess the importance of career counselling in decisions relating to further education and training;

- To identify the attitudinal factors associated with acquiring and not acquiring further education or training; and

- To identify the skills areas that are of most interest to young Ontarians.

B. METHODOLOGY

Decima Research was contracted by the Ministry of Skills Development to conduct the research. The main part of this analysis is based on a province-wide telephone survey of young Ontarians, 17 to 28 years of age, who did not enter any form of further education or skills training immediately after leaving high school. In other words, the target group for the survey is those young Ontarians who opted to enter the labour force directly after leaving high school. It is this group which, as the literature suggests, has the greatest need for skills training.

A subsidiary part of this analysis is based on interviews with current high school students, aged 17 years of age and above, who do not intend to go directly on to further education or training.

The two groups, then, occupy very different situations and because of this, two distinct questionnaires were administered. A substantial number of questions, notably those dealing with attitudes rather than experiences, were asked of both groups. In the analysis to follow, where the same questions have been asked of both groups, comparisons between the two groups will be made.

Given that this analysis is concerned with:

a) transition from school to work for young people who have limited skills, and

b) the factors that help to stimulate the desire and behaviour to acquire skills,

an analysis that focuses on age differences is important for this study. To this end, a substantial sample size was considered important and, indeed, 1,400 young Ontarians were interviewed. Of this sample, 70 were high school students, and the other 1,330 were Ontarians who had already left high school. The leavers sample of 1,330 provides a confidence interval of 2.70%, 19 times out of 20.

In the analysis to follow, those who had left high school but did not immediately go on to further education are referred to as "leavers". Those still attending high school are referred to as "current attenders".

Many of the questions asked of respondents required them to discuss events that may have occurred up to 12 years earlier. For this reason, some caution is advised in interpreting responses on retrospective questions. Further details regarding the sample frame, sampling, coding and data entry procedures are found in the Technical Appendices.

Telephone interviews were carried out between August 19 and September 14, 1988, from Decima's Toronto and Montreal field offices.

C. DEMOGRAPHIC BACKGROUND

Table 1 shows the distribution of leavers and current attenders across a series of standard demographic variables. Taking age first, it is clear that the random sampling produced a reasonable age distribution of leavers. The variations shown are to be expected. On average, at age 20 and above, 10% of the sample is found at each age. The smaller proportion of 17 and 18 year olds is due, of course, to the fact that many in these age groups are still in high school, as reflected in the age distribution of current attenders.

The fact that there is a wide age distribution of leavers means that single-year analysis, at least above the age of 18 years, can be undertaken. For some analysis, single years are combined into two-year categories.

The sex distribution for leavers shows some slight skew toward males, and a very great skew among current attenders.

Table 1

DEMOGRAPHIC OVERVIEW

	Leavers (n=1,330) %	Current Attenders (n=70) %
AGE		
17 years	1	57
18 years	4	27
19 years	8	9
20 years	9	1
21 years	8	0
22 years	8	0
23 years	10	0
24 years	11	0
25 years	10	1
26 years	11	3
27 years	12	1
28 years	10	0
SEX		
Males	54	70
Female	46	30
MEDIAN ANNUAL PERSONAL INCOME	$16,680	$3,470
MARITAL STATUS		
Single	60	--
Married/common-law	35	--
Widowed/separated/divorced	6	--

Table 1 — continued

	Leavers (n=1,330) %	Current Attenders (n=70) %
FAMILY STATUS		
Supporting children in the home	28	--
Not supporting children in the home	72	--
MOTHER TONGUE		
English	79	74
French	7	7
Both	1	1
Other	12	17
ETHNICITY		
British/Irish	60	50
French	17	20
Northwest European	21	21
East European	8	6
Mediterranean	14	6
Caribbean/West Indian/ African	4	9
Latin/South American	1	1
Middle East	1	9
Asian	2	4
Native Indian	5	1

Note: Ethnicity percentages do not total 100, as up to three answers per respondent were accepted.

The median income for leavers is well below the provincial average for personal income, but this is understandable given the youth of the target population. The large proportion of single people and the fact that only just over one in four are supporting children in the home also conform to expectation. However, the number of those who are married and of those who are supporting children are sufficiently large that these groups may be considered as independent variables in the analysis.

Although continued dominance of Ontarians of British descent is apparent from Table 1, a substantial proportion of the sample are of non-British ancestry. Of particular note are the significant minorities of French, Northwest European and Mediterranean ancestry. The small proportion of respondents of other ancestry will obviously limit the extent of the analysis that may be undertaken using the ethnicity variable. The significant difference in ethnic composition between leavers and current attenders is, as noted in Table 1, likely a factor of the relatively small sample size of current attenders.

As expected, most young Ontarians in our sample cite English as their mother tongue, but the continuing appeal of Ontario as a destination for immigrants is apparent from the fact that 12% of leavers cite a mother tongue other than English or French. Given the size of the language groups shown in Table 1, some analysis by mother tongue will be undertaken.

Given that the sample of leavers and current attenders was randomly selected, respondents are found in all regions of the province and in communities of varying sizes. Table 2 shows the breakdown of leavers by region and by community size. The sample of current attenders is too small to be analyzed in this way. Where regional and community size variations in response are evident, these will be cited in the text.

Table 2

DISTRIBUTION OF LEAVERS BY REGION OF THE PROVINCE AND COMMUNITY SIZE

	Percentage
REGION	
East	14
Central	31
Toronto	24
North	9
Southwest	22
COMMUNITY SIZE	
1,000,000	34
100,000 - 999,999	33
10,000 - 99,999	13
Less than 10,000	20

Note: The regions of the province are defined as follows: the East includes the areas around Cornwall, Ottawa, Kingston and Pembroke; the Southwest includes the areas around Brantford, Kitchener, Guelph, Owen Sound, London, Sarnia and Windsor; the Central region includes the areas around Peterborough, Orillia, Barrie, Orangeville, Hamilton, St. Catharines, Caledon, Aurora, Woodbridge, Oakville, Brampton, Streetsville, Thornhill and Richmond Hill; the North includes the areas North of the French River; Toronto refers to the Census Metropolitan Area (CMA) and includes the various boroughs and cities contained within it.

II. FIRST STEPS

A. OVERVIEW

This section looks at the initial steps into the labour force by the sample group. Goals, attitudes and expectations, as well as first experiences in finding employment, are examined.

The results suggest that most young Ontarians who enter the labour force directly from high school have further education or training in mind as a long-term goal. Despite this long-term intention, the immediate interest of many upon leaving school is to get a job and make money. At the same time, a significant minority cite a barrier of some kind, such as a lack of money, as the major reason for not immediately undertaking further education. Finally, there is a minority that does not plan any further studies, and holds a general disinterest or dissatisfaction in the education process.

While a strong interest in working is clearly evident, a majority of young leavers — particularly young women — have no clear idea of what kind of job they want. Nonetheless, most young leavers coming of age in the last five years had little difficulty in finding a job quickly despite high rates of unemployment in the first half of the decade. Those who had a particular type of job in mind also report getting the kind of job they wanted.

From the point of view of finding a first job relatively quickly and getting the type of job desired, high school leavers with or without skills experienced a fairly easy initial transition into the labour force. This does not mean, however, that they made a smooth long-term transition. As later chapters indicate, the movement to stable, long-term employment is more problematic.

B. HIGH SCHOOL EXPERIENCES

Despite the relatively high proportion (19%) whose mother tongue is not English, most participants (91%) report that their final high school years were spent in Ontario rather than in another Canadian province (7%) or outside the country (3%). The work experiences of almost the entire sample is then built onto an Ontario high school education. In terms of education, Table 3 further shows that most respondents, both leavers and current attenders are, or were, enrolled in a general-level program of study. However, a high proportion — given the nature of the sample — claim to have been or to be currently enrolled in an advanced or enriched program of study. It may be that some respondents indicated a higher program of study than has actually taken place.

Table 3

TYPE OF PROGRAM OF STUDY

	Leavers (n=1,330) %	Current Attenders (n=70) %
Advanced/Enriched	31	36
General	56	53
Basic	12	11

A substantial minority (34%) of leavers report that they left high school prior to graduating from grade 12. This figure is in line with official estimates of the proportion of students who drop out of Ontario high schools.

C. PLANS FOR FURTHER EDUCATION OR TRAINING

Although the survey included only those youth who had decided to enter the workforce directly after high school rather than pursue post-secondary education or training, a majority nonetheless reveal long-term plans for further study. In all, 60% indicate that at the time of leaving high school they were planning to undertake some studies or training in the future. The remainder say that either they did not give further studies or training much thought (29%) or they decided that they did not need any further education or training (11%).

Those who left high school prior to graduation are less likely than graduates to say they planned to take further education or training (47% versus 66% respectively). Although the numbers are small, there is also some evidence that those who trace their ancestry to the West Indies, Africa and Asia are well above average in saying they planned at some time to return for further education (80% and 81%, respectively). Further, those leavers from the Southwest part of the province are the least likely to report planning to undertake studies or training (51%).

D. REASONS FOR NOT PURSUING FURTHER EDUCATION OR TRAINING

Leavers offer numerous reasons for not pursuing further training or education. These reasons may be broken down into those that relate to a barrier of some kind, those that suggest a deliberate postponement, those that suggest a rejection of further education or training, and those that deal with a desire to get a job or make some money. As Table 4 suggests, the most common reason for not pursuing further education is that of wanting a job or wanting to make some money. In all, close to half (45%) of leavers cite one of these factors as their main reason. Of these two, wanting to make money is the more important factor. Among current attenders, this also surfaces as the most important factor.

The second-most frequent group of reasons, and mentioned by one-third of leavers, relates to some form of barrier to further education. The most frequent barrier mentioned is that of a lack of money to pursue further training. Table 4 indicates that this is also an important barrier for current attenders. For other leavers, a personal or family problem is the second most often mentioned barrier. Lack of the right credits or grades being too low are mentioned relatively infrequently as barriers.

The rejection of further training is the third most frequently cited type of reason and is mentioned by close to three in ten leavers. For most (21%) in this situation, the issue was one of not wanting to study or train any further.

Few (11%) leavers indicate that they decided to postpone further study largely because they wished to take a break from education. Interestingly, current attenders are more likely to cite this reason than leavers.

Finally, although participants were allowed more than one response, few in fact offered more than one reason for not pursuing further training.

Table 4

LEAVERS AND CURRENT ATTENDERS — REASONS FOR NOT PURSUING FURTHER EDUCATION OR TRAINING

	Leavers (n=1,330) %	Current Attenders (n=70) %
Wanted Job/Money	**45**	**57**
Wanted to make some money	(27)	(37)
Had a job to go to	(16)	(11)
Wanted a job	(2)	(9)
Barrier/Problem	**35**	**24**
Could not afford it	(15)	(14)
Personal/family reason	(10)	(6)
Didn't have right credits	(4)	(0)
Grades too low/ discouraged by teacher	(5)	(4)
Course not offered/ late application	(1)	(0)
Rejection of Further Training	**28**	**23**
Did not want further study	(21)	(16)
Not necessary to get further training	(7)	(7)
Postponed Study	**11**	**21**
Wanted to take time off	(10)	(21)
Traveled	(1)	(0)
Wanted On-The-Job Training	**1**	**4**
Unsure of Future	**7**	**6**
Other	**1**	**0**
Don't Know/No Answer	**2**	**0**

Note: Percentages add to more than 100% because multiple answers were allowed.

Two key background factors associated with the leavers' reasons for not going straight on to further education or training can be identified. First, men and women cite different reasons. For women, the most important reason is a barrier or problem of some kind; 42% cite this compared with only 29% of men. Men, on the other hand, are much more likely than women to say that they wanted to make money or had a job to go to (51% versus 36%, respectively). Second, those who report that they dropped out of high school are much more likely than graduates (37% versus 24%, respectively) to report that they either did not want further study or training, or did not think it was necessary.

Interestingly, there is no relationship between the reasons leavers offer for not pursuing further education and the likelihood of their later undertaking further studies or training. Thus, for example, those who state that they did not immediately go on to further studies or training because they did not want to study further or did not think it necessary are as likely as others to report further educational experiences. Similarly, those reporting a barrier or problem as a reason are as likely as those not reporting a barrier or problem to undertake further studies or training. Only in the case of those reporting their reason as wanting to take time off before studying is there an above-average association with further education or training. In general, this suggests that the attitudes or situations that shape behaviour toward training in the late teens can shift over time as a result of experience and, presumably, changing situations.

E. CONSEQUENCES OF BEING GOAL DIRECTED

While it is clear that most leavers wanted to enter the labour force rather than take on further studies immediately, the majority, as Table 5 notes, claim that they had no clear idea of what type of job they wanted.

Table 5

LEAVERS AND ATTENDERS — SPECIFIC TYPE OF JOB IN MIND

	Leavers (n=1,307) %	Attenders (n=70) %
Had job in mind	42	53
No job in mind	58	47

Among leavers, there are some interesting demographic variables associated with having a goal in mind. First, men (49%) are more likely than women (35%) to say they had a job in mind when they left high school. In fact, on this issue, homemakers are among the least likely to report that they had a specific job in mind when they left high school (26%). Second, those 25 years of age and younger (47%) are more likely than those 26 to 28 years of age (35%) to say they had a specific job in mind. Third, high school graduates (46%) are more likely than drop-outs (35%) to say they had a specific job in mind. For the small current attenders sample, a majority (53%) state they do have a job in mind for when they leave school.

There is evidence to suggest that having a job in mind at the time of leaving high school is associated with greater financial success — at least initially. Those who report personal annual incomes in excess of $40,000 (60%) are more likely to say they had a specific job in mind, compared with those earning between $25,000 and $40,000 (50%) and those earning less than $25,000 (39%).

Moreover, having a job in mind is also associated with less unemployment. Of those reporting having a job in mind, 36% report being ever employed compared with 44%

who had no job in mind. Similarly, those reporting a job in mind are also more likely than those with none to report having undertaken further education or training (58% versus 51% respectively). This suggests that being goal directed regarding the job market right from high school provides some clear advantages.

Although a minority of leavers had a specific job in mind when they left high school, most (71%) report that they did in fact obtain the kind of job they wanted. Just as having a job in mind is associated with a higher income, so is acquiring the kind of job desired. In this instance, while 64% of those earning less than $20,000 say they obtained the kind of job they wanted, 77% of those earning above this amount report that they acquired the kind of job they wanted.

Where leavers report that they did not get the kind of job they wanted, this appeared to be for two main reasons. As Table 6 clearly shows, this was either because they did not have the required education or skill level, or because there were no positions available. At the same time, a few respondents also believe they were not given a fair chance to get the kind of job they wanted.

Table 6

MAIN REASON FOR NOT OBTAINING DESIRED JOB

	Percentage (n=161)
Did not have required education or skill level	34
No positions available	31
Not given a fair chance	11
Another job was available	8
Didn't know where to look	4
Other	12

Finally, not obtaining the kind of first job desired does not, by itself, appear to lead to any greater incidence of further studies or training. Those reporting they did not get the kind of job they wanted are as likely as those reporting that they did to also report further educational experience. At the same time, the main reason for not getting a desired job is also not related to the presence or absence of further studies or training. This means that those who claim they did not get a desired job because they did not have the required education or skill level are no more likely than those offering other reasons to report further educational experiences.

F. EASE OF TRANSITION INTO THE LABOUR FORCE

Despite high levels of youth unemployment in the first half of the decade, most leavers appear to have found jobs quite quickly. As Table 7 notes, over 70% report that they found their first jobs during their first month of active looking. Similarly, any effects of the recession on first-job acquisition appear to be slight. It is clear from Table 7 that fewer recent high school leavers were looking for three months or more than was true earlier in the decade. It is also clear that the great majority of young people found jobs relatively quickly.

Table 7

LENGTH OF TIME TO ACQUIRE A FIRST JOB

	Less Than One Month %	One to Three Months %	Three or More Months %
Total	71	14	16
SEX			
Male	78	11	11
Female	62	17	21
AGE			
17-18 years	83	12	4
19 years	77	12	9
20 years	76	13	10
21 years	75	13	12
22 years	69	14	17
23 years	65	14	21
24 years	70	15	15
25 years	68	13	19
26 years	64	13	23
27 years	71	14	15
28 years	68	14	16

The surprising finding, as shown in Table 7, is the substantial difference in time spent job-searching between males and females. Only 22% of males took more than a month to find a job compared with 38% of females. Similarly, those whose mother tongue is neither English nor French report that it took them longer to find a first job. When ethnic ancestry is considered, those of Asian background (48%) and West Indian/African background (44%) are the most likely to report that it took over a month to find a first job. Further, there is some indication that those not currently in the labour force on a full-time basis were a little slower at finding a first job than were those with full-time jobs. Significantly, all groups not currently full-time in the labour force, including those working part-time, those currently unemployed and homemakers, took longer to find a first job than the full-time employed.

Finally, having some idea of the kind of job desired also seems to speed the finding process. In all, 76% of those who had a specific job in mind say they found their job within one month, compared to 66% who had nothing specific in mind.

Part of the reason that young Ontarians appear to have found a first job relatively quickly may well be that most of them had gained work experience prior to leaving high school. Among the group of 17 and 18 year olds currently attending high school, 94% report that they have had part-time or summer jobs. These jobs also appear to have provided job skills. Fully 62% of current attenders report that their part-time work has provided them with skills they will use after they leave high school.

III. WORK EXPERIENCE

A. OVERVIEW

In this section, patterns of employment and unemployment among respondents are identified. Occupational characteristics of the sample are also identified, as are factors associated with increasing labour force stability.

According to the survey, almost all Ontario leavers have at least some work experience. At the time of the survey, males were more likely than females to have full-time positions. In all, four in ten respondents report having had some unemployment experience. Close to two-thirds of respondents, upon leaving high school, find jobs in the service sector, in processing or in clerical positions. However, a disproportionate number of young women begin in and continue to work in traditionally "female jobs".

While obtaining a first job was relatively easy for most leavers, the movement toward stable long-term employment is more complex. Clearly, the development of stable work patterns is directly associated with respondents' age. Uninterrupted employment begins to occur as Ontarians move into their mid-to-late twenties. Experiences of unemployment are less and the amount of time employed at their most recent job increases. Parallel to this process, some leavers also begin to develop the perspective that they will be permanently doing the kind of work in which they are currently engaged (permanency attitude). This also appears to be a part of the transition process. This attitude, however, is more directly linked to satisfaction with job skills and level of interest in acquiring new skills than to aging.

B. EMPLOYMENT STATUS AND NUMBER OF COMPANIES WORKED FOR

Virtually all respondents have had at least some work experience since leaving high school. Only 2% of young Ontarians say they have never had a job. This result is not an artifact of age, since some respondents at all age groups say they have never worked.

The proportion who say they have worked full-time since leaving high school is, though, somewhat lower. In all, Table 8 indicates that close to eight in ten say they have worked mostly on a full-time basis since leaving high school. Many of the remainder report working mostly part-time, while a few report that they have mainly been homemakers.

Table 8

TYPICAL WORK STATUS SINCE LEAVING HIGH SCHOOL

	Total (n=1,330) %	Male (n=715) %	Female (n=615) %
Employed full-time	78	86	69
Employed part-time	11	8	14
Homemaker	5	*	11
Studying/training at college/university	3	3	2
Unemployed, looking for work	3	2	2
Unemployed, not looking for work	--	*	2

* Signifies a percentage less than 0.5% but greater than 0.

Females are less likely than males to report mainly being full-time in the labour force. A larger proportion of women than men report that they have been employed part-time or have been homemakers.

Respondents report wide variation in the number of companies they have worked for since leaving high school — a mean number of 3.53 and a median number of 2.81

companies. Close to a quarter (23%) report having worked for five or more companies. As expected, the number reported varies strongly by age — ranging from a mean of 1.9 for 17 year olds to 4.4 companies for 27 year olds.

Only a small number (9%) of young Ontarians report that they have opted mainly for self-employment since leaving school. Those choosing this route tend to be male (12%), but are from all age groups except the very youngest (17 years). They also have a higher median income than those reporting they have largely been employed by someone ($19,790 versus $16,653 respectively) and are less likely to report ever having been unemployed (30% versus 42%). This group of self-employed people also appears to have been directed regarding the type of work they wanted upon leaving high school. Fully 55% report that they had a specific job in mind compared with 41% among those largely working for an employer. They are as likely to have taken some form of further studies or training since leaving high school as are those working for an employer. Finally, those most likely to report being self-employed are from the Eastern part of the province (15%), while those least likely to report self-employed status are found in the North of the province.

C. FIRST JOB

Almost two-thirds of respondents, upon leaving high school, found jobs in service occupations, in processing or in clerical positions (Table 9). As might be expected, very few (4%) were employed in areas such as health care, teaching or administration, where more specialized training is a prerequisite. Table 9 also shows some dramatic sex differences in type of first job. Female respondents most often found clerical and sales and service positions compared to males, who more often took jobs in manufacturing and construction. Obviously, despite some recent efforts by government and educators to improve access of women to jobs outside the traditional "female job ghetto," a disproportionate number of young women begin in and continue to work in traditionally "female jobs".

Table 9

FIRST JOB AFTER LEAVING HIGH SCHOOL

	Total (n=1,307) %	Male (n=711) %	Female (n=596) %
Services/hospitality	21	14	29
Clerical	21	9	38
Processing/ fabrication	21	28	12
Sales	10	9	11
Construction	9	15	*
Machining/operating	7	11	2
Natural resources	4	7	1
Professional/ health care/teaching	3	2	5
Business/management	2	2	2
Other	3	4	1

* Signifies a percentage less than 0.5% but greater than 0. Details of the occupations included in each category are found in the Appendix.

D. UNEMPLOYMENT

A substantial number of young Ontarians report that they have been unemployed for a period of time since their first job. In all, just over four in ten report some unemployment experience.

Among those reporting some unemployment experience, Table 10 shows that this has only occurred once or twice for two-thirds of them. However, for one in five of the members of this group, who report four or more experiences, unemployment appears to be a fact of life.

Despite low unemployment in the last few years in the province, most participants reporting an unemployment experience indicate that they were last unemployed within

the previous two years. In fact, as Table 10 indicates, 49% of respondents who report an unemployment experience say their last experience occurred within the last year.

Table 10

UNEMPLOYMENT HISTORY SINCE FIRST JOB

	Percentage
UNEMPLOYMENT STATUS (n=1,307)	
Has been unemployed	41
Never unemployed	59
NUMBER OF TIMES UNEMPLOYED (n=534)	
Once only	42
Twice	25
Three times	12
Four times	6
Five or more times	14
Mean	2.30 Times
Median	1.25 Times
TOTAL LENGTH OF TIME UNEMPLOYED (n=534)	
Less than one month	14
One to three months	28
Four to six months	22
Seven to eleven months	8
One to two years	15
Two or more years	11
Mean	7.98 Months
Median	4.98 Months
LAST TIME UNEMPLOYED (n=534)	
Less than six months ago	27
Six months to one year ago	22
Two to three years ago	14
Three to four years ago	16
Five or more years ago	18
Mean	24.45 Months
Median	11.44 Months

There is also variation in the total length of time that respondents have been unemployed. On average, this has lasted a mean of eight months and a median time of nearly five months.

Demographic analysis reveals interesting unemployment experience patterns across age groups. These age variations are shown in Table 11 and reveal that, aside from 17 and 18 year olds, those under 23 years of age are less likely to report having ever been employed than those aged 23 and above.

Table 11

AGE AND UNEMPLOYMENT HISTORY SINCE FIRST JOB

AGE	Percent Ever Unemployed (n=1,307)	Median Number Of Times Unemployed (n=534)	Median Total Length of Unemployment (n=534) (Months)	Median Months Since Last Unemployed (n=534) (Months)
17 - 18 years	42	0.88	0.95	3.20
19 - 20 years	31	0.83	3.36	6.00
21 - 22 years	35	0.95	4.25	9.55
23 - 24 years	45	1.30	4.43	11.24
25 - 26 years	48	1.45	6.27	23.58
27 - 28 years	43	1.58	6.95	45.28
TOTAL	41	1.25	4.98	11.44

The higher unemployment incidence of 17 and 18 year olds is largely a function of the higher proportion of drop-outs, among this age group in the survey. (By definition, most 17 and 18 year old "leavers" are drop-outs). Drop-outs, as will be noted later, are much more likely to report having been unemployed. Therefore, it should not be inferred from Table 11 that the incidence of unemployment for young people entering the labour force has recently increased. Similarly, it also cannot be inferred that the incidence of unemployment for those under age 23 is now lower than it was earlier in the decade, because the increase in unemployment experienced is a function of age. As years

in the labour force increase, so does the reported number of times unemployed. However, the *abrupt* jump in percentage ever unemployed between ages 22 and 23 years does suggest that the incidence may have dropped somewhat in recent years, suggesting the impact of the recession and subsequent recovery.

Data in Table 11 also suggest that after age 22, the same people tend to become unemployed. That is, those who experienced unemployment prior to age 22 are more likely to experience unemployment subsequently than are those not unemployed prior to age 22.

Although definitive evidence cannot be produced regarding age and the incidence of unemployment, there is considerable evidence in Table 11 to indicate that as young Ontarians enter their mid-to-late twenties, they become less likely to experience periods of unemployment, and more likely to experience job stability. Thus, for example, after age 23, Table 11 shows that there is only a slight increase in the number of periods of unemployment across age cohorts.

However, age also tends to increase the total length of time unemployed. Those 25 years of age and older are more likely to have been unemployed for longer periods of time than those between 21 and 25 years of age. The implication here is that the older cohorts may have experienced longer periods of unemployment in their early twenties, presumably as a result of the recession, than those currently in their early twenties.

Further support for the idea that job stability is achieved for many as they advance through their twenties comes from the length of time since respondents were last unemployed. Table 11 shows that those 27 years of age and older are generally more likely to have been last unemployed on average at least three years ago compared with an average of two years for those aged between 25 and 26 years, and 12 months for those between 23 and 24 years, and less than six months for those younger than 20 years.

Another factor significantly associated with unemployment is whether or not a respondent graduated from high school. Those who did not graduate are consistently more likely to report having:

a) been ever unemployed compared with graduates (52% versus 35% respectively);

b) been unemployed on average (mean) more often (2.7 versus 2.0 respectively);

c) been unemployed on average (mean) more recently (20.4 versus 27.4 months respectively);

d) experienced a longer average (mean) total period of unemployment (9.5 versus 6.9 months respectively).

There are also a number of regional and community size variations in unemployment patterns. Those in the Toronto area tend to be the least likely to report having been unemployed (just over one in three of leavers) and to have been unemployed for a generally shorter length of time. Those in Eastern Ontario, on the other hand, report the greatest incidence of unemployment (close to half of leavers). Those in communities of less than 100,000 people are more likely to report having been unemployed more often, and are more likely to report a longer total period of time unemployed.

E. RECENT JOB HISTORY

Reflecting their overall job history, a majority of respondents report current full-time employment (Table 12). Differences between men and women are, however, considerable. More women are employed part-time and a number report being homemakers. Few men or women say they are students.

Table 12

PRESENT OCCUPATION

	Total (n=1,330) %	Male (n=715) %	Female (n=615) %
Employed full-time	69	82	55
Employed part-time	9	5	12
Student	5	4	6
Homemaker	7	*	14
Unemployed, looking for work	7	6	7
Unemployed, not looking for work	4	2	5

* Signifies a percentage less than 0.5% but greater than 0.

Earlier data suggested that as respondents move into their twenties, they begin to stabilize from the point of view of the number and duration of periods of unemployment. Table 13 shows that when the three most recent jobs of respondents are considered, they begin to stay longer in each job as they move into their twenties. It is also apparent that, certainly for the last three jobs, there is a tendency for respondents in their twenties to stay at each more recent job somewhat longer than the previous job. Once again, this suggests the increasing development of stable work patterns as respondents age.

Table 13

LENGTH OF TIME HELD LAST THREE JOBS (CURRENT FULL-TIME EMPLOYED ONLY)

IN MEAN MONTHS

AGE	Current (n=920)	First Job Before (n=853)	Second Job Before (n=589)
17-18 years	8.9	9.7	4.4
19-20 years	13.2	11.4	9.6
21-22 years	17.9	13.8	14.7
23-24 years	20.9	18.2	17.3
25-26 years	24.7	19.2	16.7
27-28 years	26.6	23.0	18.8

As Table 14 indicates, this trend toward increasing job stability appears to apply to women as strongly as to men. While women tend to be less likely than men to report having full-time jobs, among those 55% of women who are working full-time, a pattern of increasing job stability, comparable to that for men, is evident. The only significant difference, as Table 14 makes clear, is that women 25 and 26 years of age appear to have held their current jobs the longest, rather than women 27 and 28 years. This pattern may be a function of some women leaving the labour force when they have children and returning and getting different jobs in their late twenties.

It should be stressed, however, that this tendency toward job stability is by no means the situation for all respondents in their mid-to-late twenties. Close to one in three respondents 27 and 28 years of age have held their current jobs for less than a year.

Table 14

SEX DIFFERENCES WITH AGE IN MEAN NUMBER OF MONTHS HELD CURRENT JOB (FULL-TIME EMPLOYED ONLY)

	Total (n=920)	Male (n=584)	Female (n=336)
17-18 years	8.9	*	*
19-20 years	13.2	13.0	13.4
21-22 years	17.9	17.5	18.6
23-24 years	20.9	22.7	17.7
25-26 years	24.7	23.8	26.4
27-28 years	26.6	28.7	23.0

* Cell sizes are too small for inclusion.

F. MOST RECENT OR CURRENT JOB

The types of jobs that young Ontarian leavers hold are shown in Table 15. The most significant aspect is the small number who report that they are in managerial and professional positions. This is understandable given that leavers did not immediately pursue further education and, as we shall see later, that few have acquired a university education.

Table 15

MOST RECENT OR CURRENT JOB

	Total (n=1,307) %	Male (n=711) %	Female (n=596) %
Management/business	4	3	4
Professional/health/ education	7	5	9
Clerical	21	8	37
Sales	9	8	11
Services/hospitality	14	10	20
Natural resources	4	6	1
Machining/operating	4	6	1
Processing/fabricating/ handling	22	31	11
Construction	11	20	1

Most leavers are employed in processing and fabricating jobs, or clerical and service jobs. And, in fact, the occupational structure in Table 15 is similar to that for the first jobs, shown earlier. The major differences are the decline in service occupations and the slight increase in professional positions.

Sex differences continue to be significant, with women still concentrated in clerical and service occupations and men in manufacturing and construction.

When other background variables are considered, there is some tendency for the occupational structure to change across age groups. The major difference is the increase with age in the proportion with managerial and professional occupations. Among 21 and 22 year olds, 7% have these types of positions, while among 27 and 28 year olds, 16% hold managerial and professional positions. The incidence of those in these positions also varies by the extent and type of further education received. Those with university or college experience are more likely than others to report that they work in a managerial or professional position.

G. PERMANENCY OF CURRENT JOB

As young Ontarians age, part of the reason for the increasing length of time that they spend at a job is linked to the extent to which they see themselves as permanently doing the type of work in which they are currently engaged. This is clearly seen in Table 16, which shows a strong relationship, for those with full-time jobs, between expectations of job-type permanency and age. Acquiring a permanency mind-set is then a part of the transition process into the labour force.

Table 16

EXPECTATION THAT PRESENT TYPE OF WORK IS PERMANENT

	Permanent (n=396) %	Not Permanent (n=506) %
Total	43	55
AGE		
17 years	20	80
18 years	29	71
19 years	33	66
20 years	38	59
21 years	38	61
22 years	42	57
23 years	44	51
24 years	43	55
25 years	40	57
26 years	46	53
27 years	55	41
28 years	53	47

Table 16 indicates that there are three distinct age cohorts in terms of attitudes to job-type permanency. Approximately one in three respondents with full-time jobs under age 22 have a permanency attitude, compared with four in ten between the ages of 22 and 26, and just over half

of those aged 27 and 28 years.

A significant sex difference in this attitude and one which emerges over time, can be identified. Table 17 shows that although men are somewhat more likely than women to hold a permanency attitude, it is not until their mid-to-late twenties that significant attitude differences emerge. At ages 27 and 28, while six in ten males have a permanency attitude, up substantially from the early twenties, fewer than half of females have this attitude. Further, Table 17 clearly shows that while the extent of the permanency attitude changes little for males under age 25, it peaks for females at ages 23 and 24.

Table 17

SEX, AGE AND PERMANENCY ATTITUDE

	EXPECT PRESENT TYPE OF WORK IS PERMANENT		
	Total (n=874) %	**Male** (n=559) %	**Female** (n=315) %
TOTAL	43	46	39
19-20 years	35	38	30
21-22 years	40	40	40
23-24 years	44	41	48
25-26 years	43	46	36
27-28 years	54	60	44

Apparently, males do attain more of a permanency attitude with age, while the upward movement with age for females is far less certain. Quite possibly, many women do not view work in the same light as men. Perhaps a number of those in their late twenties either expect to leave work to raise families or intend to work part-time.

At the same time it should be noted that even by their late twenties, four in ten males and over half of females do not believe they have found the type of work that they will be doing permanently. These data also suggest that the transition from school to the type of work that is perceived to be permanent is a lengthy process and not achieved for a substantial number of young Ontarian leavers even by their late twenties.

A number of other background factors are associated with holding the permanency perception. Those who knew the type of job they wanted upon leaving high school hold a stronger permanency attitude compared with those who did not (42% versus 33% respectively). In addition, there is a fairly strong link between personal income and the perception of job permanency. At each two year age cohort, those with a permanency attitude report, on average, a median income of approximately $2,000 more than those with no such attitude. Further, those who are self-employed (52%) are somewhat more likely than employees (42%) to report a permanency state of mind.

Additional insight into the factors associated with a sense of permanency is obtained from responses on the permanency item as measured against interest in taking some form of training program or further education, and satisfaction with present job skills. As Table 18 indicates, the stronger the interest in training, the less the certainty in the permanency of the type of work currently undertaken on a full-time basis. Presumably, those who are interested in skills training imagine that at some point in time they will acquire some training and undertake a different type of work. Similarly, those who are most satisfied with their job skills are easily the most likely to hold a permanency attitude. In other words, the successful long-term transition process into the labour force appears to involve attaining satisfaction with job skills.

Table 18

FURTHER EXPERIENCE, INTEREST IN ACQUIRING NEW SKILLS AND SATISFACTION WITH CURRENT SKILLS, AND EXPECTATION THAT CURRENT TYPE OF WORK WILL BE PERMANENT

	Expect Job Permanency %	Do Not Expect Job Permanency %
LEVEL OF INTEREST IN ACQUIRING NEW SKILLS		
Very interested	33	66
Somewhat interested	48	50
Not too/not at all interested	68	28
LEVEL OF SATISFACTION WITH JOB SKILLS		
Very satisfied	62	36
Somewhat satisfied	36	62
Not at all/not too satisfied	11	87
FURTHER TRAINING OR EDUCATION		
Has undertaken	45	54
Has not undertaken	40	56

Surprisingly, Table 18 also shows that acquiring further training or education is not associated with any great increase in a perception of job permanency. This holds across all age groups. Possibly the acquisition of skills opens up a sense of new opportunities. Alternatively, those who have undertaken further studies or training could be a self-selected group who are simply more predisposed than those who have not undertaken any further education to seek new opportunities.

H. PATTERNS OF EMPLOYMENT

It is evident from much of the material presented thus far that the transition to steady, uninterrupted employment with one employer begins to occur with increasing frequency as Ontarians move into their mid-to-late twenties. It is also clear that while there is also a move with age toward the perception of skill or job-type permanency, this is a much slower and longer=term transition. A further component of the transition into stable employment type could be that of settling into a particular occupation. In order to explore the extent to which this process takes place, comparisons were made between each respondent's first job and their present or most recent job, and between their previous job and their present or most recent job. The results of these calculations for those with full-time jobs are shown in Table 19.

Table 19

CHANGES IN TYPE OF OCCUPATION OVER TIME (THOSE WITH FULL-TIME JOB ONLY)

	17-18 Years %	19-20 Years %	21-22 Years %	23-24 Years %	25-26 Years %	27-28 Years %	Total %
FIRST AND CURRENT OR MOST RECENT JOB							
Change in type of occupation	38	45	49	60	57	67	56
No change	62	55	51	40	43	33	44
PREVIOUS AND CURRENT OR MOST RECENT JOB							
Change in type of occupation	77	73	58	61	59	65	64
No change	23	27	42	39	41	35	36

As is evident from Table 19, there is extensive long- and short-term movement between types of occupation. Over half of the changes in jobs (between both first and current or most recent jobs, and last and current or most recent job) are movements between types of employment. Some types of occupations, however, tend to be less prone to movements than do others. As Table 20 indicates, those in clerical and service jobs are the least likely to move beyond these types of occupations. Those in other occupations, such as machining and construction, show extensive movement between previous and current employment.

What is particularly surprising about Table 20 is the small proportion of leavers who report that they continued to work in jobs in management and professions between last and current or most recent job. This suggests that those reporting such jobs are not managers or professionals in a normally accepted sense. Presumably, those reporting such jobs are at the very bottom of these categories, where such jobs are not viewed as careers.

Table 20

MOVEMENT BETWEEN PREVIOUS AND CURRENT OR MOST RECENT JOBS BY TYPES OF SECTORS (THOSE WITH FULL-TIME JOB ONLY)

	Percentage (n=910)
CLERICAL	
Same sector	49
Other sector	51
MACHINING	
Same sector	41
Other sector	59
SERVICES	
Same sector	38
Other sector	62
CONSTRUCTION	
Same sector	38
Other sector	62
SALES	
Same sector	34
Other sector	66
PROCESSING	
Same sector	29
Other sector	71
MANAGEMENT/PROFESSIONAL/ HEALTH/EDUCATION	
Same sector	18
Other sector	72

IV. TRAINING AND SKILLS HISTORY

A. OVERVIEW

This section examines the experiences of respondents in undertaking education or training after leaving high school. The incidence, types and locations of training are identified, as well as motivations for training and other background factors associated with further studies.

Just over half of all respondents report some form of further education or training, the majority of which they classify as job-related. Approximately six in ten leavers have undertaken some form of job-related further training by the time they reach their mid-to-late twenties.

A substantial number of background variables are associated with a further educational experience. Most notably completing high school, planning to eventually study or train, having undertaken job-related counselling, and having been unemployed, all appear to encourage further training or education. Homemakers and women with children are less likely than others to undertake studies and training. Most leavers appear to be self-motivated rather than externally motivated.

In most cases, training led to some form of accreditation being provided, typically in the form of a certificate. Further, most training appears to have been of some duration — having lasted over one month. Much of the training undertaken was, however, done so on a part-time basis. Probably if this option had not been available, then much of the training that leavers have undertaken would not have occurred.

B. INCIDENCE AND TYPE OF FURTHER STUDIES AND TRAINING

Just over half (53%) of young Ontarians who did not immediately pursue further education or training after high school report having subsequently undertaken some form of training or education. Although much of the further education and training that respondents report is job-related, Table 21 shows that a substantial minority undertake some form of further training or studies because of either pure interest with no relation to jobs or, more frequently, because of a combination of interest and job-related training.

Table 21

TYPE OF FURTHER EXPERIENCE REPORTED BY THOSE 53 PERCENT WITH SUCH EXPERIENCE

	Percentage (n=709)
Job-related only	57
Pure interest, no relation to jobs	11
Combination job-related and interest	32

When calculated as a percentage of the entire leavers sample, 30% of leavers have taken exclusively job-related further training or studies. When those reporting they have taken exclusively job-related and a combination of job-related training or education and interest are considered, then 47% of leavers fall into these two categories.

C. BACKGROUND FACTORS ASSOCIATED WITH FURTHER TRAINING AND EDUCATION

1. Major demographic variations associated with further education

Table 22 indicates that a number of background factors are associated with the decision to undertake further studies or training and job-related studies specifically. The columns in Table 22 detail both forms of further educational experience. A comparison of these columns shows that the basic variations across demographic groups are essentially the same.

As expected, age is a major factor. Few under the age of 20 report any further experience, while more than six in ten of those in their mid-twenties and older have some further educational experience.

Table 22 also makes clear that high school experiences are significant factors associated with further educational experiences: the grade at which a person left high school; intention to, at some point, acquire some training; and the program of study undertaken at high school are all significantly associated with acquiring training. That is, three school-related factors increase the likelihood that a person has undertaken further training or study:

a) how late (the grade) a person left high school;

b) the intention upon leaving high school to train or study;

c) the taking of an advanced rather than a basic program.

Table 22

FURTHER EDUCATION OR TRAINING AND INCIDENCE OF FURTHER STUDIES OR TRAINING

	Some Further Education %	Job Related %
Total	53	47
SEX		
Male	54	48
Female	53	47
AGE		
17 years	6	*
18 years	27	25
19 years	23	22
20 years	47	40
21 years	48	41
22 years	50	43
23 years	50	46
24 years	57	49
25 years	65	57
26 years	63	59
27 years	69	63
28 years	62	53
TYPE OF HIGH SCHOOL PROGRAM		
Advanced	63	56
Enriched	50	44
Basic	53	48
HIGH SCHOOL GRADUATE		
Yes	57	51
No	46	40
LAST HIGH SCHOOL GRADE COMPLETED		
Grade 8	28	*
Grade 9	40	38
Grade 10	42	36
Grade 11	46	38
Grade 12	50	46
Grade 13	54	45

Table 22 — Continued

	Some Further Education %	Job Related %
ATTITUDE TO STUDY TRAINING WHEN LEAVING HIGH SCHOOL		
Planned to study/train	60	53
Did not plan to study/train	43	38
COMMUNITY SIZE		
1 million or more (Toronto)	55	--
100,000 - 999,999	58	--
10,000 - 99,000	51	--
Less than 10,000	44	--
EMPLOYMENT STATUS		
Homemaker now	36	30
Ever unemployed	58	50
Never unemployed	51	46
Currently employed full-time	54	49
Employed full-time most of the time since high school	53	48
JOB-RELATED COUNSELLING		
Yes	68	62
No	51	45
ETHNICITY		
British/Irish	54	49
French	55	49
Northwest European	63	56
East European	59	52
Mediterranean	47	44
West Indian/African	62	57
Asian	64	64

* Cell size too small for inclusion.

Unemployment, as noted earlier, also appears to stimulate interest in further education or training (Table 20). Homemaking, on the other hand, tends to limit the likelihood of further educational experience. Having job-related counselling subsequent to high school also appears to be a major factor in having some further educational or training experiences. Further, those with West Indian and Asian backgrounds are the most likely among ethnic groups to report having undertaken some further training or studies. A word of caution is required, however, as the sample size is quite small for both ethnic groups.

Table 22 also indicates that those in the smaller communities in the province suffer a distinct disadvantage in terms of the proportion of leavers who report further educational or training experiences. This may well reflect an access issue. At the same time, regional variations are minimal.

2. Demographic variables associated with job-related training

As noted above, the background variables associated with further educational experiences are generally not strongly linked to whether or not further studies were undertaken for job-related purpose or for pure interest. In other words, the variations described in Section 1 also apply to job-related studies. There are a few exceptions, however. Those who had a job in mind when they left high school (62%) and who obtained the kind of job they wanted (64%) are the most likely to report that the studies they undertook were for job-related purposes only and were unrelated to interest.

Those who report that it took them more than six months to find a first job are, on the other hand, the most likely to report that their further educational experience was for purposes of pure interest (20% versus an average of 11%). This reinforces the view put forward earlier about this group that at least some of those who appear to have had a difficult time of breaking into the labour force may have had difficulty because they are not strongly committed to the workforce.

Another group are those who report that they wanted to take time off before undertaking any further studies or training. These youth are the least likely to report that their studies/training were for pure job-related reasons (44% versus an average of 57%). This suggests that this group has a more strongly felt orientation toward leisure than other leavers. They wanted to take time off before further studies and when they did study, it was not strictly job related.

3. Further education and children in the home

While Table 22 shows little difference by sex in the likelihood of acquiring further studies or training, in fact differences do exist when the presence of children in the home and, especially, the age of leavers is considered. Table 23 shows that while little difference separates males and females with no children at home in the likelihood of acquiring further study or training experience, women with children at home are somewhat less likely than their male counterparts to report further experience. When the age of leavers is considered, women under the age of 24 and women above this age with children in the home are much less likely than those not supporting children to report any training or studies. Clearly, the presence of children can act as a barrier for women.

Table 23

THE PRESENCE OF CHILDREN IN THE HOME AND THE LIKELIHOOD OF FURTHER EXPERIENCE BY SEX AND AGE

PERCENT REPORTING FURTHER STUDIES OR TRAINING

	Males Supporting Children		Females Supporting Children	
	Yes	No	Yes	No
	%	%	%	%
AGE				
17 - 24 years	44	43	35	51
25 - 28 years	62	70	55	72
Total	57	53	47	57

Note: This table should be read as follows: Taking the first cell, of men aged between 17 and 24 years of age who support children at home, 44% report having undertaken further studies or training.

4. Further education and unemployment history

Although it earlier appeared that unemployment experience stimulates further educational experiences, the relationship is more complex than this. The experience of unemployment and the consequences of this experience work differently, as Table 24, makes clear, depending upon when training was undertaken. Essentially, the earlier further studies are initiated after completing high school, the less the likelihood of unemployment.

Among those 23 years of age and above who undertake training within one year of leaving high school, fewer have experienced unemployment relative to those without further educational experiences and those undertaking training after being in the workforce for a while. Apparently an early exposure to skills training after high school limits the extent of unemployment.

Table 24

PRESENCE AND TIMING OF SKILLS TRAINING AND UNEMPLOYMENT

	Percent Ever Unemployed	Median Number of Times Unemployed	Median Total Number of Months Unemployed	Median Number of Months Since Last Unemployed
No skills training	41	1.4	6.0	32.6
Training within one year of high school	28	1.0	3.6	39.1
Training between one and three years of high school	41	1.0	3.6	39.1
Training three or more years after high school	52	1.4	6.2	32.6

Note: Only those aged 23 to 28 years are shown because of the smaller sample size involving the three or more years category for young leavers.

More important for this discussion is the fact that over half of those who undertook training or studies three or more years after high school report some unemployment experience. In this case, the suggestion is that the experience with unemployment may have stimulated interest in acquiring further training. This may be deduced from the fact that relative to those acquiring skills within three years of high school, those delaying skills acquisition training have been unemployed more frequently, have been unemployed for longer periods of time, and were last unemployed more recently. In fact, those who delay further education for three or more years after high school resemble those who report no further educational experience.

In brief, these data do suggest that skills training of some kind can help to reduce the chances of unemployment. At the same time, the experience of unemployment may act to motivate, to some extent, skills acquisition.

5. Additional relationships

In addition to the above relationships, having a job in mind at the time of leaving high school (58%) and wanting to take time off before entering further studies are also associated with the acquisition of further training or study.

Taking more than six months to find a first job once leaving high school, is associated with *not* acquiring further education or training (42%).

Respondents in all occupational groups report further education or training. However, those who report a first job in a profession or in health care or education are more likely than others to acquire further training (64% compared with the average of 54%). Those leavers whose first job was in the natural resource sector or in agriculture are the least likely to report further educational experience.

When parental background is considered, the occupation of the father has some impact on the likelihood of further education experience. In general, those leavers who report that while they were attending high school their fathers were in white collar jobs (61%) are more likely than those who report that their fathers were engaged in service (46%) or blue collar (48%) occupations to have acquired some further educational experience. Mothers' occupations are only weakly associated with further educational experience. Only where leavers report their mothers to have been professionals of some kind (65%) or engaged in the health or education sector is the likelihood of post-secondary experience increased. The presence of jobs among mothers does not appear to be a factor associated with further educational experience. Those leavers who report their mothers as homemakers are little different from those reporting mothers with jobs in terms of the proportion undertaking training or studies (52% versus 54% respectively).

D. TRAINING HISTORY

In all, close to half (47%) of young Ontarians have undertaken further education or training that had at least some job-related focus. Of this group, most report that they have taken only one program of study or skills. However, 36% of this group, or 19% of respondents overall, report having taken a second program of study or skill, and 11% of this group, or 6% of respondents overall, report having taken a third program of study or skill.

As noted above, respondents were allowed to mention up to three distinct job-related training and skill experiences. Table 25 summarizes these experiences and also provides a combined average for each item shown.

Table 25

JOB-RELATED TRAINING HISTORY

	First Program/ Skill Mentioned (n=632) %	Second Program/ Skill Mentioned (n=227) %	Third Program/ Skill Mentioned (n=71) %	Total Mentions (n=930) %
CERTIFICATION				
Degree	9	10	4	9
Diploma	27	16	17	23
Certificate	43	38	38	41
Nothing given	21	29	37	24
COMPLETION				
Completed	61	59	63	61
Did not complete	14	17	14	15
Still taking	25	18	20	23
FULL/PART-TIME				
Full-time	58	38	41	52
Part-time	42	56	57	46
DURATION COURSE/ PROGRAM				
Less than one week	4	7	10	5
One to four weeks	8	8	10	8
Five weeks to six months	34	39	37	35
Six months to one year	15	12	14	14
One to three years	19	17	18	18
Three or more years	20	12	8	17
Median time in months	7.5	5.1	4.3	6.2
TIME AFTER HIGH SCHOOL				
Less than one year	23	12	12	20
One year	16	9	14	14
Two years	18	14	6	16
Three to five years	25	31	32	27
Over five years	17	28	32	21
Median time in years	2.5	4.1	4.4	2.9

The results indicate that most programs involved some type of certification. Only a quarter of those mentioned did not. A certificate of some type, rather than a diploma or degree, appears to be the most common accreditation acquired.

Most programs undertaken were completed, although 12% of respondents are currently undertaking training or a program of study. Half the programs taken were also fairly short in duration, lasting six months or less.

There also appears to be no persistent pattern to the timing of undertaking further education or training. Although many respondents undertook education or training within a year of leaving high school, close to half appear to have waited at least three years.

Further, there is a pattern to the process of recalling training or programs undertaken. Those that are recalled first tend to be those that were full-time, involved some form of accreditation, were of longer duration, and were taken first after leaving high school. This suggests that the most significant courses were generally mentioned first.

Finally, most respondents note that they have taken one (54%) or two (22%) separate courses. A few have taken more: 13% report three to five separate courses, 5% report six to 10, while 5% report more than 10. This pattern is consistent both with the view that most programs of study are fairly focused and with the low proportion, noted earlier, who have attended university.

E. TYPE OF JOB-RELATED TRAINING UNDERTAKEN

Leavers indicate that they have undertaken a wide variety of different types of job-related training or study. As Table 26 points out, these range from training in clerical skills through to construction-type skills. No one skill area predominates, although management/business skills, health care, teaching, social services, mechanical, technical skills and computers/electronics related skills are all mentioned fairly frequently.

Table 26

AREA OF PROGRAM OF STUDY OR SKILL UNDERTAKEN

	Total Percentage (n=652)	Male (n=340) %	Female (n=292) %
Management/business	15	12	19
Professional/health/ education	18	10	28
Clerical	8	1	17
Sales	2	2	2
Services/hospitality	5	5	7
Computers/electronics	13	12	14
Mechanical/technical	15	28	1
Construction	8	14	*
Arts/crafts	10	12	7

* Signifies a percentage less than 0.5% but greater than 0.

When background variables are considered, significant sex differences in skills studied are apparent (Table 26). Men are significantly more likely than women to opt for mechanical/technical and construction jobs, while women are more likely to opt for professional/health/ education skills and clerical skills. Males and females are equally likely to opt for computers/electronics skills.

The kind of training undertaken subsequent to high school is also influenced by the preparations received at high school. Those leavers who report completing grade 12 are much more likely than drop-outs to report they have received training relating to a managerial/business or professional skills (37% versus 24% respectively) and to have received training in computers/ electronics related skills (15% versus 8% respectively).

Finally, the fact that many more leavers report having trained in the area of management/business and professional skills than actually report work in these areas, suggests that either there is more interest in these areas than jobs available or that the skills which leavers acquire are not sufficient or appropriate to them these fields.

F. PART-TIME VERSUS FULL-TIME

Overall, there are few subgroup characteristics that distinguish whether a young Ontarian leaver attended studies or training on a full- or part-time basis. Table 27 shows those variations that are most noteworthy. Those who say they wanted time off after high school before undertaking further studies are the most likely to say they attended the first program they mentioned on a full-time basis. Table 27 also reports that the optimal time for ensuring that studies will be on a full-time basis is one year after completing high school.

Table 27

FACTORS ASSOCIATED WITH FULL-TIME TRAINING OR STUDIES (FIRST EXPERIENCE MENTIONED)

	Full-Time (n=632) %
Wanted time off before further studies	76
Started training/studying one year after leaving high school	69
Started training/studying more than five years after leaving high school	51
Male	63
Female	52
Married	51
Total	58

The least desirable time for undertaking full-time studies is when these studies were delayed for more than five years after leaving high school. However, even of this group, half report full-time attendance. The fact that after an absence of five years or more half of those who undertook further studies or training did so on a full-time basis suggests considerable motivation. As Table 27 indicates, marriage is also a factor associated with a greater propensity to have studied part-time rather than full-time.

Finally, there is a substantial difference between males and females. It may well be that women simply found it more difficult to attend courses on a full-time basis because of family commitments. Earlier data had indicated that women with children at home were less likely than those without children to have undertaken further studies.

G. DURATION OF FIRST PROGRAM MENTIONED

A number of the factors associated with full- or part-time study are also associated with the duration of that study or training and suggest that the type of study, i.e., full- or part-time, and the duration of study are linked. As Table 28 indicates, just as those who wanted to take time-off after high school were the most likely to undertake full-time studies, they were also the most likely to have studied or trained for the longest period. Similarly, while the optimal time after leaving high school for attending full-time studies or training was one year after leaving high school, the same time period was also optimal for the longest period of studies or training. The shortest period was for those who started to study five years or more after leaving high school. Marital status is also associated with the duration of study; married people are the most likely to report the shortest duration of study, just as they are the most likely to report part-time studies or training. Further, to add support to the links between type and duration of study, sex is also linked to duration as it is to type of study. Women are more likely to have taken shorter programs than men.

Table 28

FACTORS ASSOCIATED WITH LENGTH OF TIME OF FIRST PROGRAM OF TRAINING/STUDY MENTIONED

	Mean Number of Months (n=629)
REASON DIDN'T GO TO COLLEGE	
Wanted time off	20.1
TIME AFTER LEAVING HIGH SCHOOL TO STUDY	
One year	19.7
Over five years	13.9
MARITAL STATUS	
Single	16.2
Married	11.9
Divorced/separated	17.0
SUPPORT CHILDREN AT HOME	
Yes	11.8
No	15.7
FATHER'S OCCUPATION	
Professional/health/education	18.4
MOTHER'S OCCUPATION	
Professional/health/education	20.0
SEX	
Male	16.7
Female	12.3
TYPE OF PROGRAM OF STUDY	
Advanced/enriched	17.3
General	14.1
Basic	8.7
HIGH SCHOOL STATUS	
Graduate	16.0
Drop-out	11.2

Parental occupation also plays a role in the duration of courses. Those with mothers or fathers who were professionals of some type at the time the respondent was in high school are more likely to report having taken longer courses or training. Finally, those who were in the advanced program at high school were likely to have taken the longest training programs in terms of the mean number of months duration, while those in basic programs took the courses of shortest duration. The same relationship holds for drop-outs and non drop-outs.

H. MOTIVATING FACTORS

No consensus is apparent regarding the self-reported motivating factors behind work-related further education or training. But as Table 29 shows, most leavers indicate a degree of self-motivation rather than an external motivation (such as opportunity or a requirement for the job). An interest in a particular skill or an attraction to a particular type of work is seen in Table 29 to be the most frequently mentioned option, but only by one in three. The desire for a better job is certainly important and is cited by one in five respondents, as is the desire for a secure future. Of less significance are those factors which relate to opportunity, e.g., courses being available and the ease of getting into a program.

Table 29

MAIN REASON FOR UNDERTAKING STUDIES OR TRAINING

	Percentage (n=632)
Interested in the skill/ attracted to type of work	33
Wanted a better job	21
Good income/secure future	18
Had opportunity/course available/ easy to get into	9
Employer required this	8
Upgrade/complete skill/education	7
Self-improvement	5

Overall, reported motivation varies little by social background. Those under 22 years are somewhat more likely than others to report that employers required them to obtain their training. Those reporting having been unemployed at least once and those who report having undertaken studies or training for purely job-related reasons are both more likely than others to say they were looking for a secure future.

V. SOURCE OF FURTHER EDUCATIONAL AND TRAINING

A. OVERVIEW

This section outlines the wide variety of sources from which respondents report acquiring further education and training. As well, background factors associated with the choice of location are identified and types of training associated with different training sources are described.

The most common sources of training are community colleges and on-the-job training. However, there are significant background factors associated with the choice of facilities that leavers use to obtain their further educational experience. Thus, for example, those who report having undertaken a basic program of study are more likely to report on-the-job training and correspondence courses than use of other facilities. Similarly, high school drop-outs are unlikely to report having any university experience, presumably because they lacked the background to be admitted to university.

It is also clear that similar skills were acquired in many of the facilities. Leavers report acquiring computers/electronics skills at most facilities with the exception of on-the-job training and through apprenticeship programs. Mechanical/technical skills, on the other hand, were largely acquired on-the-job, through apprenticeship programs and at technical colleges.

B. SOURCE OF FURTHER EDUCATIONAL EXPERIENCES

Although young Ontarian leavers report having accessed a variety of types of arrangements for the job-related further training or education they have undertaken, two types dominate. The most common types are community colleges and on-the-job training programs. As Table 30 indicates, two-thirds of respondents mention one of these sources. Close to one in six leavers mention apprenticeship programs, while approximately one in eight mention a private business or technical college, a university, or a correspondence course.

Table 30

SOURCE OF FURTHER TRAINING AND EDUCATION

	Percentage (n=628)
Community college course	37
On-the-job training program	24
Apprenticeship program	12
Private business or technical college	8
University course	8
Correspondence course	8

C. BACKGROUND FACTORS

As noted, leavers have received their further training or education from a variety of sources. The selection of a particular location is associated with a number of background factors. Listed below are the major background factors associated with particular choices.

1. **Community college (provincial average = 37%)**

Community colleges were used extensively by all subgroups. However, women are more likely than men to cite the use of community colleges. Those who took a basic program of study at high school are the least likely to report having attended community college.

- Female (42%); and
- Basic program of high school study (25%).

2. **On-the-job training (provincial average = 24%)**

Overall, almost all subgroups among the young Ontarian leavers report on-the-job training. There are few variations from the provincial average.

Those who report that their fathers were in sales at the time they were in high school and those who were in a basic program of study at high school are the most likely to report having undertaken on-the-job training. Those whose fathers were in managerial positions, on the other hand, and those who report that they did not go directly into some form of further education because they wanted to take some time off before further studies are the least likely to report on-the-job training.

- Father's occupation sales (49%);
- Basic program of high school study (40%);
- Father's occupation manager (22%); and
- Wanted to take time off after leaving high school (13%).

3. **Apprenticeship program (provincial average = 12%)**

As might be expected, there is considerable variation in the extent to which the various subgroups of leavers were involved in apprenticeship programs. Males are much more likely than females to report apprenticeship involvement. As well, those who report their fathers' occupations as machinist equipment operators and those whose first job was in the blue collar ranks are more likely to report having attended apprenticeship programs.

- Father's occupation machining/operating (29%);
- Male (27%);
- First job blue collar (27%);
- Didn't feel needed further education after high school (26%);
- Had specific job in mind when left high school (23%);
- First job service/hospitality (11%);
- Had no specific job in mind when left high school (11%);
- First job white collar (9%);
- Father's occupation professional/manager (9%);
- Wanted to take time off after leaving high school (6%); and
- Female (4%).

4. University (provincial average = 11%)

Although universities are among the least frequently cited facilities attended by leavers, there is extensive variation in the degree to which subgroups have used these facilities. Those whose fathers were professionals, those who wanted to take time off before undertaking further studies and those who took advanced or enriched courses in high school were the most likely to cite attendance in a university. High school drop-outs and those who undertook a basic program of study at high school are among the least likely to report university attendance.

- Father's occupation professional (27%);
- Advanced/enriched program of high school study (20%);
- Wanted to take time off after leaving high school (21%);
- Separated/divorced (17%);
- High school graduate (14%);
- Married (6%);
- General program of high school study (6%);
- Mother tongue neither English nor French (6%);
- Basic program of high school study (3%);
- High school drop-out (3%); and
- Left high school grade 11 or earlier (3%).

5. Private business/technical college (provincial average = 8%)

All subgroups have used private business colleges to some extent. Those who wanted to take time off before studying and those who report that they are separated or divorced are the most likely to report having used this type of facility.

- Separated/divorced (17%); and
- Wanted to take time off after leaving high school (16%).

6. Correspondence course (provincial average = 8%)

Again, all subgroups have used correspondence courses. Leavers who took a basic program of study, high school drop-outs, and the separated and divorced are the most likely to have used correspondence courses.

- Basic program of high school study (18%);
- Separated/divorced (17%); and
- High school drop-out (16%).

D. LOCATION AND TRAINING UNDERTAKEN

The different facilities which are available to undertake job-related training or provide further education are likely to vary in the extent to which they provide training in particular skill areas. This is obvious from Table 33, which shows the relationship between skill area and facility[1], and displays the most significant skill areas acquired at each type of facility.

1 In this and the subsequent analyses in this chapter, care must be taken in interpreting the relationship between type of facility and other variables. The facilities item on the questionnaire was asked as a multi-mention item, as was the type of training or studies undertaken. This means that the type of facility and other variables cannot be always cross-referenced with complete accuracy.

Table 31

SKILL AREA AND FACILITY*

	Percentage (n=628)
ON-THE-JOB TRAINING	
Management/business skills	17
Computers/electronics	16
Mechanical/technical	16
Professional/health/education	14
PRIVATE BUSINESS/TECHNICAL COLLEGE	
Professional/health/education	23
Clerical	20
Computers/electronics	19
CORRESPONDENCE COURSES	
Professional/health/education	33
Management/business	22
Computers/electronics	19
COMMUNITY COLLEGE	
Professional/health/education	25
Management/business	19
Computers/electronics	15
UNIVERSITY	
Management/business	27
Arts/crafts	26
Professional/health/education	22
Computers/electronics	12
APPRENTICESHIP PROGRAM	
Mechanical/technical	45
Construction	30

* **Note:** Multi-mention item.

As Table 31 makes clear, some skill areas are heavily represented at almost all types of facilities. Management/ business skills, professional/health/education skills, and computers/electronics skills are cited as the more frequently learned skills at most of the facilities shown in Table 30. In particular, professional/health/education skills are mentioned by one-third of those citing correspondence courses and one-quarter of those citing community colleges. Management/business skills, on the other hand, are mentioned most frequently by those who have attended university.

Not surprisingly, those who acquired mechanical/ technical skills mention technical colleges and apprenticeship programs frequently, those who acquired computers/electronics skills mention technical colleges only, while those who acquired construction skills mention apprenticeship programs most frequently.

E. TYPE AND DURATION OF PROGRAM AND TYPE OF FACILITY

Although it might be expected that the format and duration of programs that respondents report having taken are linked to the type of facilities where these programs were taken, no easily discernable relationship is apparent from Table 32. Perhaps the most striking thing about the data in Table 32 is that half of respondents report that their on-the-job training was on a full-time basis and that it lasted on average over nine months. While on-the-job programs are the shortest duration reported, the mean length of time is still considerable.

Table 32

FORMAT AND DURATION OF COURSES AT VARIOUS FACILITIES* (COMBINED THREE MENTIONS)

	Full-Time (n=930) %	Mean Duration (Months) (n=930)
On-the-job	52	9.5
Private business/technical college	53	11.5
Community college	49	14.0
University	43	21.7
Technical college	60	13.9
Apprenticeship program	51	15.6

* **Note:** Multi-mention item.

All types of facilities are mentioned by a substantial number of respondents for part-time studies. Even for apprenticeship programs, half report taking these on a part-time basis; however this group may be referring to the "in-school" portion of their program only.

The duration of courses holds few surprises. Those reporting university attendance cite the longest study duration, while those reporting private business/technical college attendance cite a duration, on average, of less than a year.

F. SOURCE AND CERTIFICATION

Training facilities vary quite considerably in the type of certification given. However, as Table 33 shows, almost all venues are associated with some form of accreditation.

Table 33

LOCATION OF TRAINING* AND TYPE OF ACCREDITATION

	Degree	Diploma	Certificate	Not Given
	%	%	%	%
On-the-job training	4	13	43	40
Private business/ technical college	9	35	42	14
Correspondence course	9	31	36	24
Community college	8	33	40	19
University	42	14	15	29
Apprenticeship program	4	13	63	20

Note: Table should be read left to right across the rows; each row totals 100%.

* Multi-mention item.

Those who report on-the-job training are the most likely to say that no form of accreditation was given. Other non-public venues, especially private business and technical colleges, are strongly associated with some form of certification. Among those citing a correspondence course, three in four indicate that certification was given.

VI. COUNSELLING

A. OVERVIEW

This section outlines the extent and sources of job-related counselling received by the sample group. The impact of this counselling on further training or education is also examined.

B. SOURCES OF COUNSELLING

Few (13%) leavers report that they have had any job-related counselling since high school. Of those who have, Table 34 shows that Canada Employment Centres and college and university services tend to offer the most frequently used counselling services. Few appear to have used the counselling services provided by community centres and community organizations.

Table 34

JOB-RELATED COUNSELLING SERVICES USED

	Percentage (n=173)
Canada Employment Centre	40
College or university	35
Privately operated	20
Community centres or organizations	14

C. BACKGROUND FACTORS ASSOCIATED WITH COUNSELLING

A number of social and other demographic variables are linked to job-related counselling. Respondents reporting French as their mother tongue are less likely than those with English as their mother tongue to report a counselling experience (7% versus 14% respectively). Those currently studying at a college or university (31%), those employed part-time (19%), those who report having been unemployed (18%), and those who have undertaken further training or studies (17%) are all above-average in their likelihood of having received job-related counselling. Regional and city size differences in reported use of counselors is minimal.

When the location or type of counselling is considered, males (50%), high school drop-outs (49%) and those who report an unemployment experience (52%) are well above average in reporting using Canada Employment Centres, while females (42%), high school graduates (49%) and those who report some further educational experience (44%) are above average in their use of services at colleges or universities.

Motives for taking counselling vary. The desire to seek advice on the kinds of career choices that are available and finding out what kinds of qualifications are needed for particular kinds of jobs are cited as the main reasons for use by nearly equal numbers of respondents (39% and 32% respectively). Even though few have used counselling services, a substantial majority (79%) of those who have report that they found the experience very (35%) or somewhat (44%) useful. Little variation in perceived usefulness is apparent in terms of the location or type of counselling service used.

D. RELATIONSHIP OF COUNSELLING TO FURTHER EDUCATION OR TRAINING

Those who report some further educational experience are somewhat more likely than those who do not to report job-related counselling (17% versus 9% respectively). As well, there is, as Table 35 shows, considerable variation in the incidence of counselling by the location of studies or training. Surprisingly, those reporting having taken a correspondence course and those reporting studies at private college are the most likely to report some job-related counselling. Even those who report having taken on-the-job training are more likely than others with further educational or training experience to report having been counselled.

Table 35

LOCATION OF STUDIES OR TRAINING AND JOB-RELATED COUNSELLING

	Percent Reporting Job-Related Counselling %
Correspondence course	33
Private business/technical college	28
On-the-job training	23
University	20
Community college	17
Apprenticeship program	17
Technical college	14

It is not only high school leavers who report a low incidence of job-related counselling. Few (27%) current high school students report having received this type of counselling. Like leavers, however, those who have received job-related counselling describe it as useful (95%). Even fewer (14%) high school students have received job-related counselling external to high school.

VII. THE BENEFITS OF FURTHER EDUCATION

A. OVERVIEW

This section examines the relationship between further education or training and a number of labour market outcomes, to determine if benefits of training and education can be identified.

Most leavers report some benefits from further education and training, in the form of better paying jobs or promotional opportunities. This is confirmed by the income data which show that among those employed full-time, further studies or training yield somewhat higher incomes, especially if these studies or training are completed. Higher incomes also appear to help persuade Ontarian leavers in their late twenties to view the type of work they are doing as permanent, and presumably smooths the transition process into the workforce. The type of program, whether full- or part-time, and its duration, are factors that do not seem to significantly affect income.

B. IMPACT OF FURTHER TRAINING AND STUDIES

A majority (68%) of those who have undertaken some job-related training report, as Table 36 notes, that they did receive some career-related benefits. The most frequently cited benefit is a better paying job, followed by better promotional opportunities.

Table 36

IMPACT OF FURTHER EDUCATION AND TRAINING

	Percentage (n=632)
A better paying job	36
Better promotional opportunities	20
A more challenging job	12
No direct career benefits	30

Some respondents, though, appear to be in a better position to take advantage of training for career benefit purposes. Most notably, those who have completed high school are significantly more likely than drop-outs to identify career benefits (73% versus 55% respectively). Similarly, those who report that they had a specific job in mind when they left high school are also somewhat more likely to cite benefits than are those who did not (74% versus 63% respectively).

The location of the studies or training also appears to have had some impact on perceived benefits. As Table 37 notes, those who have undertaken on-the-job training, training at a private business or technical college, or have undertaken an apprenticeship program are the most likely to cite a better paying job as the most important benefit of their studies or training. On the other hand, those reporting university studies are more likely to cite better promotional opportunities as the main benefit.

Table 37

BENEFITS FROM STUDIES OR TRAINING AND LOCATION OF TRAINING

	Better Paying Job %	Better Promotional Opportunities %	More Challenging Job %	No Direct Benefits %
On-the-job training	39	22	17	22
Private business/ technical college	46	17	9	28
Correspondence course	33	19	16	32
Community college	29	22	15	34
University	22	34	22	22
Apprenticeship program	55	22	10	13

Note: Table should be read left to right across the rows; each row totals 100%.

C. INCOME AND SUCCESSFUL TRANSITION TO WORK

In the area of the transition from school to work, it is, of course, difficult to define precisely what might be labelled a successful outcome. Perhaps one of the most obvious indicators is that of annual personal income. Those with high personal incomes presumably have made a reasonably successful adaptation.

Invariably, one of the strongest correlates of personal income is age. As age increases, personal income tends to increase. This is clearly the case with young Ontarian leavers as shown in Table 38. The median income gap between 17 and 18 year olds, and 27 and 28 year olds is just over $14,000. Given this income spread, it is obvious that any analysis of personal income must take into account this age-related factor.

Table 38

AGE, FURTHER EXPERIENCE AND MEDIAN INCOME FOR FULL-TIME EMPLOYED LEAVERS

	Total (n=906)	Post-Secondary Experience (n=496)	No Post-Secondary Experience (n=410)
TOTAL MEDIAN INCOME	$16,680	$22,267	$18,058
AGE			
17-18 years	$10,332	—	$18,058 (410)
19-20 years	$14,933	$17,044 (49)	$14,073 (90)
21-22 years	$17,437	$18,610 (66)	$16,428 (76)
23-24 years	$20,542	$21,634 (104)	$19,166 (83)
25-26 years	$23,570	$23,699 (123)	$23,381 (65)
27-28 years	$24,867	$26,480 (144)	$21,999 (62)

Note: Figures in brackets are cell sizes.

Table 38 shows that at each age groups, those with some further education or training are consistently more likely to report higher annual personal incomes. This clearly suggests that some further education experience can lead to a more successful outcome. (A word of caution is needed regarding interpreting and the other income tables. As Tables 38 to 40 indicate, once the sample group is subdivided by age, the cell size for each age group is not great and this should be taken into account).

Not surprisingly, having completed a particular course or set of studies, rather than to be still training or to have not completed training, is also associated with a higher income (Table 39).

Table 39

AGE, COMPLETION STATUS OF FURTHER EXPERIENCE AND MEDIAN INCOME

	Completed Further Education Experience (n=402)		Still Taking/ Did Not Complete (n=195)	
TOTAL MEDIAN INCOME	$23,749		$20,772	
AGE				
21-22 years	$19,062	(44)	$18,570	(32)
23-24 years	$24,699	(99)	$18,249	(47)
25-26 years	$24,249	(118)	$23,749	(59)
27-28 years	$28,124	(141)	$22,707	(57)

Note: Figures in brackets are cell sizes.

Table 40

AGE, FULL-TIME/PART-TIME STATUS AND MEDIAN INCOME

	Full-Time (n=282)		Part-Time (n=298)	
TOTAL MEDIAN INCOME	$22,499		$23,013	
AGE				
21-22 years	$19,443	(36)	$18,653	(39)
23-24 years	$22,360	(75)	$23,332	(74)
25-26 years	$23,260	(94)	$23,803	(89)
27-28 years	$26,874	(77)	$26,135	(96)

Note: Figures in brackets are cell sizes.

Table 41

AGE, LENGTH OF TIME OR TRAINING PROGRAM AND MEDIAN INCOME

	LENGTH OF TIME		
	Six Months Or Less (n=333)	Six Months To Two Years (n=206)	Three Years Or More (n=119)
TOTAL MEDIAN INCOME	$23,133	$21,666	$24,124
AGE			
21-22 years	$19,791 (45)	—	$20,453(42)
23-24 years	$23,823 (70)	$22,499(50)	—
25-26 years	$23,522 (87)	$23,124(53)	$27,666(68)
27-28 years	$26,578 (90)	$23,124(68)	—

Note: Figures in brackets are cell sizes.

In other aspects of training, however, the impact of training on incomes is less clear. As Table 40 shows, whether a leaver reports having undertaken full- or part-time studies does not seem to be associated with income to any great extent. Similarly, there is no clear and unambiguous relationship between the length of time a program of studies lasts and income, although those over age 24 whose programs of training or study lasted more than three years do report higher incomes (Table 41).

VIII. PLANS FOR FUTURE SKILLS ACQUISITION

A. OVERVIEW

Here, the interests and aspirations of respondents regarding future acquisition of skills are examined. This section looks at interest in further education or training generally as well as interest in specific skills, and identifies associated background factors.

Although most leavers claim to be satisfied with the job-related skills they possess, only one in three claim to be very satisfied and a substantial majority express interest in acquiring further skills. Much of this demand for further skills acquisition comes from those who have already acquired some additional skills beyond high school.

While leavers express interest in a wide variety of skills, a definite gender bias is apparent. However, management/business skills and computer/electronics skills are of interest to both males and females. Many who express an interest in acquiring skills expect to do so through a college. Few identify the workplace as the preferred location. Expectations of acquiring desired skills is quite high.

B. SATISFACTION WITH CURRENT SKILLS

Overall, respondents express fairly substantial levels of satisfaction with the kinds of job skills they have (Table 42). However, while close to half are somewhat satisfied, 17% appear dissatisfied in some way.

Table 42

SATISFACTION WITH CURRENT JOB SKILLS

	Percentage (n=1,330)
Very satisfied	35
Somewhat satisfied	48
Not too satisfied	10
Not at all satisfied	7

There are a number of background factors associated with high levels of job skills satisfaction. In general, males are more likely than females to report that they are very satisfied (38% versus 32% respectively), as are those with above-average personal incomes (54%) and those who report that they had a specific job in mind when they left high school (45%). Age is not strongly associated with satisfaction with job skills. Even at ages 27 and 28 years, only 38% of leavers report being very satisfied with their job skills, while 16% say they are not too or not at all satisfied. Once again, this suggests that the transition into the workforce for young Ontario leavers is a lengthy process.

The acquisition of job skills through further education is also associated with satisfaction with current job skills. Those who have undertaken some type of job-related further education or training report above-average levels of being very satisfied (42%), compared with those who have not (28%). Further, and importantly, those employed full-time in the labour force and who have undertaken job-related studies or training are among the most likely to report themselves as being very satisfied with their job skills.

Certain routes to acquiring job skills are also associated with higher or lower levels of satisfaction. In particular, among those employed full-time, those reporting having undertaken on-the-job training (51%) and apprenticeship programs (55%) are above average in their satisfaction levels. On the other hand, those acquiring skills in a community college (39%), private college (39%) tend to be below average in their levels of satisfaction.

C. INTEREST IN ACQUIRING NEW JOB-RELATED SKILLS

Despite the high level of satisfaction with their job skills that respondents claim, a large majority (84%) report that they are very (53%) or somewhat (31%) interested in acquiring new job-related skills. The fact that a majority say they are very interested suggests either that the level of satisfaction noted with present job skills is somewhat fragile or that many Ontarian leavers have an open-minded attitude toward job skills acquisition.

Interest in acquiring new skills crosses all social backgrounds and is found among all groups of young Ontarian leavers surveyed. In particular, those with recent unemployment experience express strong interest. Even among older leavers (27-28 years) 48% say they are very interested in acquiring new job skills. Interest is lowest among those who have held their current jobs for the longest periods of time and among those who have a permanency attitude regarding the type of work they do. However, even among this latter group, 37% of those with full-time jobs say they are very interested in acquiring new job skills.

Having taken further education or training also appears to stimulate interest. Those with some further experience are much more likely to express strong interest in *more* skills acquisition than are those who have no experience (60% versus 44% respectively), supporting the view that many have an openness to skills acquisition. This interest holds across all age groups.

There is no strong consensus regarding motivation for acquiring further skills; a plurality of respondents, as Table 43 makes clear, opt for a global reason relating to generally wanting to improve themselves

Table 43

MAIN REASON FOR WANTING TO ACQUIRE FURTHER SKILLS OR EDUCATION

	Percentage (n=1,115)
Generally improve oneself	43
Get a better job	24
Improve promotional opportunities	15
Get a more interesting job	14

D. SKILLS WANTED AND PLACE TO OBTAIN DESIRED SKILLS

Although few leavers work in managerial or professional positions, the largest group of responses to the question of the desired area of training or study is that of management/business and professional positions. As Table 44 points out, this is especially the case among women. This finding echœs the earlier response regarding skills already acquired, where it will be recalled that a substantial number report training in the management/ business or professional area.

Table 44

SKILLS WANTED

	Total %	Male %	Female %
Management/business	13	13	12
Professional/health/education	17	9	26
Clerical	4	1	8
Sales	1	1	1
Services/hospitality	1	1	2
Computers/electronics	9	8	10
Mechanical/technical	9	15	1
Construction	5	9	1
Arts/crafts	6	8	4
Other	14	16	11
Don't know/no answer	16	15	18

What is also significant is the small proportion of leavers who express interest in mechanical/technical and construction skills. In all, 24% of males express interest in these areas. Further, the imbalance between males and females in the occupational structure, as noted earlier, extends not only to training acquired, but also to training desired. In other words, women not only do not train in mechanical/technical and construction areas, but also express virtually no interest in these areas.

Of additional interest is the small number of women who express interest in learning clerical skills of some kind. As noted earlier, this area is heavily female dominated, but apparently is not an area of any great interest to women, from a training point of view.

While young Ontarians express interest in a wide variety of skills, most (85%) indicate that they do know where they could obtain these skills. However, there is some evidence that those who might be most in need of skills training are somewhat less likely to know where to obtain desired skills. This group includes those who report being unemployed and looking for work (74%), those whose mother tongue is other than English or French (76%), those who did not complete high school (77%), and especially those who left high school between grades 8 and 10 (71%). The acquisition of job-related counselling appears to have a

marginal impact on knowing where to obtain skills compared with those who report no counselling (88% versus 84% respectively). Although a number of different locations are cited by respondents as to where desired skills may be obtained, Table 45 indicates that a college is easily the most commonly cited locale. A university is cited next most frequently.

Table 45

LOCATION WHERE DESIRED SKILLS MIGHT BE OBTAINED AND LOCATION OF PREVIOUS TRAINING

	Preferred Location (n=932) %	Location Of Previous Training (n=628) %
College	51	37
University	19	11
Technical college	7	11
Place of work	7	31
Private institution	4	10
Apprenticeship	3	17
Correspondence course	2	10
Government training program	2	--
High school	2	--

While the locales arrayed in Table 45 may be the *desired* sources of further training, they are not necessarily the places where training is likely to be received. A comparison with the location of previous training reveals significant discrepancies. In particular, the discrepancy between the proportion who report training in the workplace compared with those who mention the workplace as the preferred location is quite large. This discrepancy may exist because responses regarding preferred locations are likely to be influenced by perceptions of availability. Many leavers may not be aware of workplace training opportunities or may not perceive the workplace as being available for training and, therefore, simply do not consider it as a preferred location.

E. LIKELIHOOD OF OBTAINING DESIRED TRAINING

There is generally widespread belief among respondents that they will obtain the skills or training that they desire with fully 86% saying it is either very (47%) or somewhat (39%) likely. There is, though, a strong age factor at work in terms of the intensity with which respondents believe they will obtain their desired skills or training. Younger Ontarians are much more likely than their older counterparts to say they are very likely to obtain the skills or training they desire. However, even by age 28, 32% of leavers say it is very likely they will obtain desired skills or training. This, however, is considerably less than the 60% of 20-year-old leavers saying it is very likely they will obtain desired skills or training.

Besides being more likely to express interest in further training or studies, those who have already obtained some further educational experience are also more likely than those who have not to believe they will be very likely to obtain the skills or training they desire (50% versus 41% respectively). Presumably having already undertaken some training gives leavers the confidence to expect they can repeat the experience.

While it is clear, based on the proportion of leavers who report obtaining further education (especially among older leavers, but also among those younger) that many will not obtain the training they desire, nonetheless, the interest exists to obtain skills and training.

Among those few (14%) who do not believe they will obtain the skills or training they desire, a lack of time (23%), a lack of money (24%) and a family situation that will not allow it (15%) are the major reasons cited. Presumably, these are also the types of reasons that will block those who believe they will obtain the skills they desire.

IX. OCCUPATIONAL INTEREST

A. OVERVIEW

While leavers of both sexes express interest in a broad range of skills, men and women have somewhat different interests. Both groups express interest in dealing with people and in computers/electronics, but men, in addition, opt for skills in a technical or mechanical area, and women lean toward skills in the areas of education, health and community services. These interests do, however, suggest that in terms of emerging demands, men and women are interested in skills that are, to some extent, likely to be in demand over the next decade. Certainly the strong interest in computers/electronics and skills in dealing with people reflect emerging demand.

B. OCCUPATIONAL AREAS

As Table 46 points out, the skill of dealing with people is easily of most interest to young Ontarians. Presumably this suggests a strong interest in broad occupational areas that involve interacting with people, rather than any particular skill.

In terms of specific skill areas, computers/ electronics, the mechanical/technical area, the social service field and the use of numbers all generate relatively high levels of interest from respondents.

Table 46

INTEREST IN SPECIFIC OCCUPATIONAL AREAS*

	Mean		
	Total	**Males**	**Females**
A skill involving dealing with people	7.40	6.87	8.01
A skill related to computers/electronics	6.02	5.95	6.11
A skill in a mechanical technical area	5.47	6.97	3.71
A skill in education, health or community services	5.42	4.67	6.29
A skill using numbers	5.41	5.54	5.25
A skill related to sales or merchandising	5.18	5.00	5.39
A skilled trade in the construction industry	4.15	5.51	2.56
A skilled trade in manufacturing	4.08	4.75	3.31
A skill in a secretarial or clerical area	3.41	2.11	4.91

* **Note:** The mean scores are based on a 10-point scale in which one signifies "no interest" and 10 signifies "extreme interest".

Table 46 also shows that there are significant differences between men and women in terms of their expressed levels of interest in an area. While both sexes are interested in the people field, this interest is much higher for women than for men. On the other hand, the mechanical/technical field is of substantially more interest to men than women. Computers/electronics skills are ranked highly by both men and women, as is the use of numbers and skills in construction. There is less interest among men in a skilled trade in manufacturing, but significantly more among men than women.

Women, on the other hand, in addition to dealing with people, show strong interest in the social services field and the area of computers/electronics. They also express interest, along with men, in the use of numbers and in sales and merchandising skills.

These responses reveal interest on the part of young people in a number of areas of current and predicted demand. The interest in construction, the mechanical/ technical area and computers/electronics all suggest that any current skills shortages may not be a result of a lack of interest by young people in key occupations so much as of a lack of awareness of what training is available, or of limited availability of training programs.

The other area of obvious concern is the continuing large differences between men and women regarding their occupational interests in terms of skills and sectors. While this is not startlingly new information, it does indicate that efforts are required to make traditional "male" jobs more interesting to women.

The occupational interests of those who currently attend high school generally reflect those of the main sample who have left school, with the exception of two areas. The sample of current high school students express more interest in mechanical/technical skills (6.23 versus 5.47 for those who have left school) and sales and merchandising skills (6.23 versus 5.18 respectively).

X. ATTITUDES TOWARD WORK

A. OVERVIEW

In order to better understand some of the underlying attitudes toward work, respondents were asked to respond to a series of statements, using a plus five to minus five agree/disagree scale. Those statements have been divided into a series of discreet units and are analyzed in the following sections.

In general, Ontarian leavers show many attitudes appropriate to a workforce that will require skills upgrading across time. Most leavers find their current work challenging and generally reject the idea that work is not an important part of their lives. Respondents strongly believe that hard work can make up for a lack of skills in terms of occupational success, but temper this with an equally strong belief that skills are important in acquiring a well-paying job. Most also display an orientation toward delayed gratification and are prepared to study now in order to build a better future.

When the responses of those with further educational experience are compared to the responses of those without significant experiences, attitudinal differences emerge. These differences, however, are generally in their attitudes toward their current job rather than toward skills training. In other words, those with skills training of some kind appear to enjoy their jobs more. The limited difference in attitudes toward skills acquisition suggests that those without further skills lack not the right attitude but rather prior high school experience, incentive, opportunity or motivation.

B. ATTITUDES TOWARD CURRENT OR MOST RECENT JOB

As Table 47 illustrates, respondents generally find their work challenging, although close to four in ten reject this view. At the same time, many believe that the skills they have are being under utilized. Most do not expect their jobs to become redundant over the next two decades.

Table 47

ATTITUDES TOWARD JOB SKILLS AND WORK IN GENERAL

	Agree %
My job provides me with new and interesting challenges every day	62
My job doesn't allow me to use all the skills I have acquired	50
The job I currently do will not be around 20 years from now	25

Respondents who are happy with the current challenges of their jobs most often had a specific job in mind when they left school (72%), have never been unemployed (66%), have undertaken job-related further training (71%), or have annual incomes in excess of $20,000 (71%). Few background variations are apparent regarding the issue of utilizing all skills on the job.

Turning to general attitudes toward work and future plans, Table 48 indicates that almost all respondents, both leavers and current attenders, have high hopes for the future, as indicated by the wish to accomplish "a lot of things".

Table 48

ATTITUDES TOWARD WORK AND FUTURE PLANS

	Agree	
	Attenders	Current Leavers
	%	%
There are a lot of things I want to accomplish in my life	95	93
I expect to retire before I am 55 years of age	54	37
A job doesn't have to be an important part of my life, since my life outside of work is much more important to me than what I do as a job	33	26

As Table 48 also indicates, included in plans for the future for over half of respondents is retirement before age 55. As might be expected, respondents who currently have higher incomes are most likely to be planning early retirement (80% whose incomes are above $35,000). Interestingly, when current high school students are asked this question, only 37% believe that they will retire before age 55.

Finally, it is also clear from Table 48 that for a large majority of young Ontarians, work is an important part of their lives. This is especially true for those earning above-average incomes and for those who have undertaken some further training or education.

C. THE VALUE PLACED ON TRAINING

In order to better understand young Ontarians' motives and values relating to skills acquisition, respondents were asked a series of attitudinal questions about further training and the value placed on training in general.

Respondents were divided, as Table 49 points out, on the extent of their satisfaction with the preparation they received in high school for the work world. Young Ontarians between 20 and 22 years of age (50% on average) are the most likely to believe they are ill-prepared for the work world. Also, as might be expected, respondents who have been unemployed at some point since leaving high school (51%) are more likely to perceive their high school preparation as unsatisfactory.

Although high school preparation is perceived as unsatisfactory for close to half of young Ontarians who have gone directly into the labour force from high school, a majority of respondents (71%) are generally optimistic about "getting ahead" if they work hard, even without job skills and training. In other words, many young Ontarians believe, at one level, that "hard work" can, at least partially, make up for any deficiencies in training or skills that they may have. This attitude may well temper the level of dissatisfaction with the preparation that respondents received in high school. This attitude is also a reflection of the continued pervasiveness of the work ethic.

Table 49

ATTITUDES TOWARD PAST, CURRENT AND FUTURE TRAINING

	AGREE	
	Leavers %	Current Attenders %
I am dissatisfied with the kind of preparation I received at high school for the work world.	45	47
If you are prepared to work hard, you can get ahead even if you don't have many job skills or special training.	71	66
It is fairly easy to get a good-paying job in Ontario today.	35	36
You don't need any special skills or job training to get a well-paying job today.	16	13
I expect that I will have to be retrained a number of times during my work life.	54	50
I am prepared to train and study now and maybe not make a big wage, in order to build a better future for myself .	67	73

When asked directly about their perceptions of the reality of "easily getting a good-paying job in Ontario" and "not needing special skills or job training to get ahead", most respondents appear to recognize that ultimately and realistically, hard work is not enough. Most also reject the idea it is easy to get a good-paying job, and very few respondents are optimistic about their ability to succeed without job training. Turning to perceptions of the value or role of training in their work lives, a majority of respondents (67%) agree that postponing wages now to complete training will help them reap future benefits in terms of higher wages. Students (83%) and those who currently work part-time (75%) are most likely to agree with deferring higher wages. It is on this item that the most significant age difference is apparent. Young leavers (17 to 22 years) are much more likely than their older counterparts (27 to 28 years) to agree with deferring higher wages (73% versus 54% respectively).

Moreover, respondents are divided in their views on the necessity of training on an ongoing basis throughout their work lives. Those who are currently looking for work (60%), 17 and 18 year olds (60%), homemakers (70%), and those who have been unemployed at some time (60%) are more likely to expect retraining at several times in their work life. However, the fact that over half agree with the retraining statement suggests that there is an acceptance of this principle among a substantial proportion of the workforce. Table 49 also indicates that high school students differ little from leavers in their attitudes.

There are no persistent demographic variations across the items shown in Table 49, or any major variations in attitudes across social groupings. Perhaps the most significant trend in the data is the slight tendency of those with above-average incomes to downplay the importance of skills training. Thus, just over one in five (20%) of those earning more than $20,000 a year, compared with 12% of those earning $15,000 or less, agree that special skills are not needed to get a well-paying job. Similarly, those earning in excess of $30,000 a year are also well above average in believing it is easy to get a good-paying job (35% versus 15% respectively). Further, only 46% of those earning in excess of $30,000 a year, compared with an average of 67%, agree that they are prepared to train now for a better future.

D. MULTIVARIATE ANALYSIS OF ATTITUDES TOWARD WORK

To better understand how Ontarian leavers think about work and training, the agree/disagree issue statements were factor analyzed. This technique enables any underlying dimensions in responses to a battery of items to be identified as a series of discrete factors, such that each factor captures a particular dimension.[2]

Three main factors were isolated and the first factor is shown in Table 50. As this table indicates, three items make up the factor. All relate to job skills in one way or another. These items are fairly highly intercorrelated. In fact, the correlation coefficient for the statement regarding the longevity of a job and the job providing challenges is r = -.176, while the correlation for a job not allowing opportunities for skills use and a job providing challenges is r = -.281.

Table 50

FACTOR ONE: ATTITUDES TOWARD USE OF JOB SKILLS

	Factor Score	Percentage Agree
FACTOR ONE: ISSUE STATEMENTS		
The job I currently do will not be around in 20 years	.706	25
My job provides me new and interesting challenges every day	-.602	62
My job doesn't allow me to use all the skills I have acquired	.579	50

2 Briefly, those items that tend to be intercorrelated are identified on the basis of the extent to which they appear to measure some overall common attribute. The factor score for each item measures the extent to which each is correlated with the hypothesized underlying dimension. The higher the factor score, the greater the contribution the item makes to the underlying dimension. Negative factor scores indicate that the reverse of the meaning of a statement is in fact correlated with the other statements.

The correlation coefficients mentioned in the text are Pearson zero order correlation coefficients (r). This statistic measures the relationship between two variables such that no relationship is indicated by zero and a strong relationship is indicated by the closeness to one. Typically, r scores of greater than 0.15 are considered of significant interest, indicating a moderately strong relationship.

The implication here is that those who believe their jobs will be around in 20 years also see their jobs as challenging and vice-versa. Presumably, those who believe their jobs will exist in the future see them as sufficiently complex that they would not become automated. Similarly, the individual who believes his or her job is challenging also believes the job allows for the use of skills and vice-versa. (The negative correlation coefficient and factor scores means the meaning of the question has to be reversed.) In other words, an interesting and challenging job is one that allows the use of skills and carries with it few fears of automation. By the same token, a proportion of leavers are also saying that their jobs are not challenging, largely because they get to use few skills and because of a fear that the jobs may become automated. Table 50 indicates that the proportion agreeing with the various statements in this factor suggests that those who hold the more positive view of their job being challenging tend to be more numerous than those holding the counter position.

Factor two, as Table 51 illustrates, relates to the extent to which skills are needed to acquire a job. The two items — the extent of needing skills and the ease or lack of ease at getting a job — are quite highly correlated (r = .276). The suggestion here is that those who believe skills are needed to acquire a job believe it is not easy to get a job. Morever, the more young Ontarian leavers believe it is not easy to get a good-paying job, the more likely they are to believe that job skills are needed. As the "Percentage Agree" column in Table 51 shows, most Ontarians concur with this position. There are a few, however, who reflect the other side of this factor — namely, that it is fairly easy to get a job and that, therefore, one does not need special skills to get a good-paying job.

Table 51

FACTOR TWO: ATTITUDES TOWARD SKILLS NEEDED FOR GETTING A JOB

	Factor Score	Percentage Agree
FACTOR TWO: ISSUE STATEMENTS		
You don't need any special skills or job training to get a well-paying job today.	.758	16
It is fairly easy to get a good-paying job in Ontario today.	.716	36

The third factor, shown in Table 52, deals with training as an investment. Like the other factors, each item is intercorrelated. Thus the expectation of retraining and of being prepared to sacrifice now for a better future has a correlation coefficient of r = .179. What this factor implies is that those who expect to be retrained are also likely to see training as an investment in the future. Concurrently, the negative factor score for retirement expectations also suggests that those with positive attitudes toward training are somewhat less likely than others to expect to retire before 55 years of age.

Table 52

FACTOR THREE: ATTITUDES TOWARD TRAINING AS AN INVESTMENT

	Factor Score	Percentage Agree
FACTOR THREE: ISSUE STATEMENTS		
I expect that I will have to be retrained a number of times during my working life.	.683	54
I am prepared to train and study now and maybe not make a big wage in order to build a better future for myself.	.665	67
I expect to retire before I am 55 years of age.	-.499	54

The level of agreement with the retraining and investment statements suggests that somewhat over half of Ontario leavers are prepared to see training and retraining as an investment and an ongoing process. At the same time, a substantial minority do not view training in this light.

In summary, this analysis suggests three distinct but not separate dimensions. First is the perspective that a challenging job is one that allows the full use of acquired skills. This perception also engenders a strong view that jobs that are challenging will not be automated, and presumably helps to undercut fears of job loss through the introduction of technology. Conversely, those who believe they do not have challenging jobs are the most likely to feel threatened by technological change and to believe that their jobs could be automated. At the same time, there is some evidence that those who are more likely to expect to be retrained are also more likely to believe their jobs do not provide them with challenges ($r = 0.074$), and to believe their jobs will not be around in 20 years ($r = 0.087$). In other words, there is a tendency for those in dissatisfying jobs to be somewhat open toward the idea of life-long training.

Second is the dimension of the extent to which skills are needed to get a job. The more leavers believe it is not easy to get a good-paying job, the more likely they are to believe special skills are needed.

Third is the view of training as an investment. That is, the more leavers view training as an investment, the more the view of life-time training is necessary.

E. ATTITUDINAL DIFFERENCES AND FURTHER EDUCATIONAL AND TRAINING EXPERIENCE

Throughout this report, those with further educational experiences have been found to have had somewhat different experiences than those without training. Table 53 examines differences between these two groups in terms of their attitudes toward work. Table 53, shows that a significant number of differences exist on this issue between those with and those without further training or studies. These differences occur for both the full sample and those with full-time jobs.

Table 53

MEAN DIFFERENCES IN SCORES ON STATEMENTS REGARDING ATTITUDES TOWARD WORK FOR THOSE WORKING FULL-TIME

	Further Educational Experience		Differences
	Yes	No	
My job provides me with new and interesting challenges every day.	2.34	1.44	0.90
I expect to retire before I am 55 years of age.	1.65	0.85	0.80
My job doesn't allow me to use all the skills I have acquired.	0.28	0.92	0.64
The job I currently do will not be around 20 years from now.	-2.34	-1.80	0.54
It is fairly easy to get a good-paying job in Ontario today.	-0.20	-0.51	0.49
I am dissatisfied with the kind of preparation I received at high school for the work world.	0.73	0.30	0.43
You don't need any special skills or job training to get a well-paying job today.	-2.40	-2.03	0.37

Note: The mean scores are based on a +5 to -5 agree/disagree scale giving a maximal possible score of +5 or -5. The difference column shows the difference between the two mean scores for each item. Although 12 items were administered in the agree/disagree battery only, those items with a difference of 0.35 are shown. The negative number indicate that the majority of respondents disagree with a statement, the positive number that they agree.

First, from the point of view of the jobs they do, those with further studies or training are much more likely than those without to say their job is challenging and allows the use of skills. This suggests those with further educational experiences are more satisfied with the jobs they have.

Table 53 also shows that those without further educational experiences are more likely to believe their jobs will not be around in 20 years. This appears to confirm the link suggested earlier, that those with jobs requiring less complex job skills believe their jobs will be automated in 20 years.

There is also evidence in the table that those without further studies or training are more likely than those with to believe that it is fairly easy to get a good-paying job and also that special skills are not needed for getting a good-paying job. The fact that those without skills are somewhat more likely to believe skills are not necessary and are somewhat more likely to believe it is easy to get a job suggests that these beliefs may act in some way to limit interest in skills training. However, the mean scores in Table 53 indicate that those without skills certainly believe skills are needed; they just do not believe as strongly as those with further experience. Finally, those with further studies or training are much more likely than those without to believe they will retire before age 55.

XI. FOCUS GROUP RESULTS

A. INTRODUCTION

Six focus groups were held following the quantitative phase of the research to help understand more fully the processes of transition from school to stable, long-term employment. The groups were also designed to clarify the factors that facilitated or acted as barriers in decision-making regarding any further education or training beyond high school.

In order to capture some of the diversity of experience across the province, two groups were held in each of Toronto, Thunder Bay and Smiths Falls. In each group, the specifications for recruitment were the same as those used for inclusion in the survey — that is, persons aged between 17 and 28 who had either left high school and had not immediately undertaken further studies or training or was a high school students and planned to get full-time jobs upon leaving high school. Of this latter type, two were recruited into each group. Groups were undertaken in mid-September.

B. OVERVIEW

Overall interest in acquiring skills is fairly high. Participants, however, tend to favour on-the-job training over other forms because it is more "practical" and directly related to their work. Many appear to have had fairly negative experiences in high school, both regarding the relevance of what they learned and their interest in the material. This appears to have led to some resistance to acquiring skills at college or university.

A further complicating factor is the view many group members hold that further education represents a significant investment. As such, many are not convinced of the value of the investment.

C. HIGH SCHOOL EXPERIENCES

In general, although with some notable exceptions, many participants took the position that they acquired little of lasting value from their high school years. The main reason many participants took this position was because they claimed to use little of what they had learned in their jobs. In other words, group members tended to evaluate their high school experiences from the point of view of job-related, rather than life-related skills. This suggests some mismatch in expectations between what the high school system is setup to deliver and leavers' expectations.

However, a number of group members did indicate that they learned useful skills. Basic mechanics in shop and drafting were cited as being particularly useful. A minority of participants also indicated that they learned useful life-skills. However, few made these types of comments and many indicated that they were glad to leave high school. The major reasons given were that classes were boring and that what was being taught seemed irrelevant to the world outside the school.

One area that some participants cited with enthusiasm was co-op programs. These were believed to combine the best of school and work, providing the structure and security of school with the excitement of getting into the labour force.

D. SKILLS ACQUISITION

Many participants indicated that they had acquired job skills subsequent to leaving high school. For most, though, these skills were acquired on-the-job. Often this was a very informal process. Participants described co-workers showing them how to use machinery or slowly learning a job by being informally groomed for it. One Thunder Bay participant expressed this position when he described being hired by a restaurant as the "sandwich man" and then slowly getting involved in other facets of the operation and finally becoming the personnel supervisor and having responsibility for hiring and training.

Others described a more formal process of being sent away on courses for up to a month to learn new procedures or new equipment.

Some described being trained in a skill on-the-job by a craftsperson and picking up the skill by watching and doing. Laying carpets, wallpapering and carpentry were some examples cited by participants.

While a number of group members had undertaken formal apprenticeship programs, an equal number cited some frustration vis-à-vis access to apprenticeships. The basic comment appeared to be associated with apprenticeship programs being too onerous. Consequently, companies avoided taking on apprentices. One suggestion made by participants to encourage employers to take on apprentices was to reduce and simplify the paperwork. The concern over paperwork is well-expressed by a Toronto participant who noted, "I could walk into any dealership in Toronto and say I want a job being a mechanic's helper and they would probably hire me because of possible aptitude. But, if I said I want to be a mechanic's apprentice, they would say 'sorry.' They don't have the time or desire to train. They could pay you $12 an hour as a mechanic's helper, or they could pay you $9 as an apprentice, so they would save $3 an hour, but your supervisor, your employer has got to get involved signing forms in triplicate and they just don't do it."

A small number of participants report taking courses at college. These were taken to improve skills, to get a better job and to get a promotion. Invariably, courses taken were part-time. Most participants seemed hesitant to commit

themselves on a full-time basis. Many were unsure if the investment was worth the effort.

E. INTEREST IN SKILLS ACQUISITION

While many participants expressed some interest in acquiring new skills, many also appeared comfortable with their situations, believing they required no new skills. And many of those participants with an interest in acquiring further skills felt they could do it in the workplace more effectively than anywhere else. A number of participants took this point of view because of negative learning experiences at high school. Others had already acquired skills in the workplace and believed they could continue to do so. Still other participants, based on their experiences of working their way up a company, reject the idea of skills training, believing instead that "Skills are not as necessary as certain other qualities employers look for."

As noted earlier, many participants held a tentative view of college or university education. They did so largely because they viewed these forms of education as investments and because many did not believe the investment of time and money would bring sufficient reward. The investment view is stated well by one participant who commented, "I thought if I go to college for three or four years, I'll come out, I won't know if I'm getting the right job. I'd pay all that money, I'd have to have my parents supporting me for three or four years, and I thought for all that money, why not get a full-time job now, knowing I might not get a job in three or four years? Why gamble now?"

A number of participants were also not sure if the investment was worth it. As one Toronto woman said, "People I know who went for five or six years, they're making money right now, but they're not making a lot more than me."

The above is not to suggest that participants had no interest in studying. They did, but for many this interest was tinged with caution about getting a job at the end of one's studies or receiving a reasonable salary.

F. ECONOMIC CHANGE

Almost all participants believed economic change was altering the shape of the labour force, but few thought they would be personally affected. There are two main reasons for this. First, many participants did not think the kind of work they did would be affected by technological change. Truck drivers, waitresses, insurance brokers and secretaries all believed there would be continuing need for their services. Second, and less frequently, participants believed employers would train them on any new equipment that was introduced.

A substantial number of participants were also prepared to believe that there were going to be skill shortages in certain sectors of the economy. While this did lead to some expression of interest in knowing which sectors would have shortages and in finding out ways to discern this information, at the same time some skepticism was expressed, based on concern that the projections could be wrong. Once again, given the caution noted earlier, there was some resistance to taking courses in areas of skills shortage.

G. TRANSITION INTO THE WORKFORCE

Despite the strong desire of many participants to get out of school and the attraction that many felt regarding getting a job and making money, a substantial minority of participants indicated that they were unprepared for work.

Many described school as "easy" and "comfortable" where expectations were limited regarding performance. Work, on the other hand, for a number of participants was demanding and they were unprepared for it. A Toronto participant expressed the change well when he noted, "When I first joined the workforce, it was always, 'How do you do this? Am I doing the right thing?' There's nobody there saying, 'Come in after school and I'll give you a helping hand.' It's more, 'You have to know today, now, not in an hour — now'".

Aside from this transition, most indicated that they were able to get a job once they left high school. Many, though, had little idea of what they wanted to do, aside from wanting a job and some money. A number once again placed the blame on the high school for the school's lack of direction and claimed that counselors did not counsel appropriately or counselled them about the job market too late in their high school careers.

Particularly in the case of Thunder Bay participants, one of the problems encountered, which made a smooth transition into the labour force difficult, was being laid-off.

A majority of participants at all three centres indicated that they had had a variety of jobs initially, but had begun to "settle down" as they got into their twenties. For some, this "settling down" involved deciding they wanted to "get serious" about a job and build a career. A number mentioned seeing friends find jobs they liked, and these examples appear to have acted as role models. Others mentioned starting to acquire consumer goods and wanting stability so that they could pay for them and continue to acquire desired goods. A few participants even talked of the need for a good credit rating.

Other participants, rather than describing a settling-down process, mentioned having a number of jobs that had "gone nowhere." For these participants, the desire was to find a job "with a future." This meant a job with some type of career path.

In terms of "jobs with futures" or jobs they felt comfortable in, many participants indicated that they had the type of work with which they were satisfied. This largely meant a job with a future, but also indicated a job with security or a good salary.

XII. CONCLUSIONS

A. FIRST STEPS INTO THE LABOUR FORCE

This research has shown that the school-to-work transition is a lengthy process and one that for many young Ontarians who enter the labour force directly from high school is not complete until well into their late twenties.

While it is difficult to fit all leavers into a model of this transition, some obvious stages can be delineated. First, there is the high school stage when attitudes about the labour force and about further education or training begin to develop. One of the presumed goals of a high school education is to provide young people with a direction for their work lives, and this is clearly achieved in some instances. At the same time, this is not achieved in the majority of cases with high school leavers. Close to six in ten leavers report that they did not have a job in mind at the time of their leaving school. This finding is significant when backed with the finding that being goal directed appears to provide distinct advantages for later career success — at least in terms of earning a higher salary, being less likely to be unemployed and being more likely to undertake further education or training.

For most leavers, further education and training was not a major priority at the time of leaving high school. While six in ten reported that when they left high school they intended to undertake some studies or training some time in the future, their primary interest was to get into the labour force. For many, this was because they either wanted to make money or simply to get a job, or because they had had enough of studying. However, one-third of leavers, and especially women, report that a barrier or problem of some kind existed to prevent their going on to further studies or training.

Most young Ontarian leavers appear to have found first jobs relatively quickly, once they started looking. An average of over 70% found their first jobs within one month

of starting to look. However, there is some evidence to suggest that those leavers currently employed full-time were less likely to have had difficulty finding work than were those working part-time, those unemployed and homemakers. Quite possibly, those who had initial difficulty are more likely to continue to experience difficulty in finding jobs, and this may in some way deter them from the labour force.

B. THE LONGER TERM TRANSITION: STAGE TWO

Although most young Ontarian leavers appear to have found a first job relatively quickly, the process of finding the kind of work they want to do and of finding long-term employment is, for many, an ongoing one throughout their twenties. In all, four in ten leavers report that they have been, at some point, unemployed since their first job. By ages 27 and 28, the average period of time unemployed among leavers who report having at some point been unemployed is close to four years. The likelihood of being recently unemployed, however, diminishes with age. Similarly, as leavers move into their mid-to-late twenties, they also tend to stay with employers for longer periods of time. By ages 27 and 28, this period is, on average, in excess of two years.

While it is clear that there is a general tendency toward greater employment stability with age, many leavers do not appear to achieve employment stability by the ages of 27 or 28, at least as measured by length of current employment and most recent period of unemployment. In particular, those who report that they dropped out of high school tend to have more unstable employment patterns, suggesting this group has a more difficult long-term transition into the labour force.

C. FURTHER EDUCATION OR TRAINING

For many young leavers, a part of the transition process involves undertaking further studies of some form. If the experiences of the oldest cohorts in the sample can be generalized to the population of young leavers of the 1980s, then it is likely that by their late twenties, close to two in three young Ontarian leavers will undertake some form of further education.

There is obviously a variety of reasons leavers offer for undertaking training. In general, the most common reasons cited are interest in a particular skill, type of work, a better job or better income, and a secure future.

Of more interest is the identification of some of the major factors associated with undertaking further education. In this way, opportunities and barriers to further education can be identified.

In large part, young Ontario leavers appear to make decisions about pursuing further training or studies based on three major factors. The first is that of experience in the labour force. Leavers typically have a number of jobs when they first enter the labour force. This experience appears to be disillusioning for many, since it points out to them that many jobs are "dead end" and further, that they will require skills of some kind in order to move out of the "ghetto." The second factors is that of more general life experience. Leavers mature and begin to take on adult responsibilities and adult needs. They acquire consumer products such as cars, stereos, televisions, and so on and begin to think about marriage, a house and a family. This process of "coming of age" in itself helps create a desire for a stable work life and job opportunities. The third factor is that of opportunities presenting themselves. As the first two factors come into play, leavers are more open to opportunities. They are more likely to look at the workplace from the point-of-view of what skills can be acquired and to be ready to respond to opportunities as they arise.

Other factors also stimulate leavers to seek opportunities. A reasonably positive high school experience that helps instill a liking for learning is one such factor. Similarly, the experience of unemployment also appears to stimulate interest in further education or training. Exposure to counselling also appears to stimulate interest in further educational experiences.

Perhaps the strongest barrier to further training is that of leaving high school prior to graduation, and especially prior to grade 11. A further barrier is geographic — for example, living in a small community. Presumably, there are simply fewer education or training options available in the smaller communities of the province. As counselling appears to facilitate undertaking further studies or training, the lack of counselling can be construed to represent a barrier. Among women, the presence of children in the home is a barrier to further education.

Some of the most significant barriers appear to be attitudinal. As noted above, those reporting that upon leaving high school they had no plans to study or train tend to be less likely than those who had plans to actually undertake training. A further attitudinal barrier seems to be that those without further training are more likely to downplay the importance of skills in obtaining good well-paying job. A final attitudinal factor suggests that a more general orientation toward work may be more important than specific attitudes toward the importance of training. Those who expect to retire by age 55 are much more likely to have undertaken further studies or training. It is possible that those with skills, compared to those without, have a more positive attitude regarding their ability to control their future and a less passive attitude toward their work lives. It is, of course, impossible to say whether this attitude arises from possessing skills or whether it was this attitude that helped lead to the undertaking of further education or training.

D. THE DEVELOPMENT OF A PERMANENCY ATTITUDE

One of the key features of any transition into the labour force is the extent to which the type of work undertaken is viewed as being more or less permanent. Using this measure of transition, it can be argued that even by their late twenties little over half of Ontario leavers have developed a permanency attitude.

Surprisingly, the acquisition of further education or training is not associated with a stronger acceptance of permanency. Possibly, training helps to increases the awareness of opportunity for some young leavers. Alternatively, the lack of a sense of permanency might be a motivating factor toward further studies or training. As with the tendency toward employment stability, a stronger permanency attitude is associated with increasing age. It is not the aging process, however, that appears to be responsible for any emerging permanency attitude. What does seem to be vital is the extent to which Ontarian leavers are satisfied with the job skills they possess. It is this factor that is most strongly associated with the development of a permanency perspective.

E. TRAINING HISTORY

Leavers report training or studying for a wide variety of skills. Demographically, sex differences are significant. In general, women tend to opt for white collar type skills, while men opt for skills in the blue collar ranks. Both men and women train in computer-related skills.

Leavers report substantial variation, in the types of programs undertaken and the location of those programs. This suggests that the availability of a wide range of options represents the optimal approach for maximizing the number of leavers who will undertake further studies or training. Programs at community colleges and on-the-job training are the most frequently cited. A significant minority have undertaken part-time studies or training, though nearly half the programs reported were of six months or less in duration. Half of on-the-job training is part-time, and on average, on-the-job training lasted nine months, the shortest training period for any locale.

F. IMPACT OF TRAINING

Most leavers affirm that the further studies or training they have undertaken have had a beneficial effect on their jobs or careers. This can be clearly seen by income differences between those with further education and those without. At each age group those with further training earn more money. Thus, despite concerns expressed by leavers about the value of an investment in education, there are measurable returns.

G. COUNSELLING

Fewer than one in seven leavers report having undertaken some form of job-related counselling since leaving high school. However, those who have are, as noted earlier, more likely to report having undertaken further education. Similarly, most of those citing counselling also report that they found the experience useful. A variety of counselling locales are cited by leavers, although Canada Employment Centres and college or university counselling services are most frequently mentioned.

H. INTEREST IN SKILLS

Overall, there is a large market of untapped interest in acquiring further skills. In all, eight in ten leavers express some level of skill acquisition interest. Moreover, many believe they will acquire the skills they desire. However, most do not associate acquiring new skills with the workplace, despite the frequency with which skills training takes place on-the-job.

Interest is particularly strong among those who have already undertaken further education. Once again this suggests that this group has an open-ended interest in training and that some training leads to an interest in more training. In many instances, members of this group appear to have adopted the ethic of life-long training. Those without further training appear to be more hesitant toward the idea of training. For some, this appears to stem from negative high school experiences or from limited skills acquired in high school.

There is interest among leavers in a wide variety of skill areas. A major priority for most leavers is learning skills involving dealing with people, in addition to acquiring skills in computers/electronics and in a mechanical/ technical area. There is also a substantial interest in skills in the area of education, health or community services. As expected, there are significant and predictable sex differences in interest in sectors and skills areas.

I. OVERVIEW

This research clearly demonstrates that the move from school into stable employment is a long-term process which, for many young people, is not complete even by their late twenties. But perhaps even more significantly, the survey demonstrates that an early transition to stable employment is not always the optimal outcome for the individual. In many cases, those youth who do not find an early sense of permanency in their jobs, and those who suffer from higher than average unemployment, are more likely to seek out new skills through further education and training.

As the survey shows, further education and training are associated with higher incomes among respondents. The level of change occurring in the economy, the escalating skill requirements occurring in many industries, and the increasing importance of "lifelong learning" and retraining of workers all point to the increasing importance of skill acquisition as a prerequisite to successful long-term participation in the labour force.

If we accept as our definition of a successful transition one which includes the acquisition of work related skills through formal education or training, then incentives and barriers to further study become critical areas of concern. The survey results provide some important insights into the environment for training for these youth. The relationship between unemployment and training referred to above seems to indicate that for some, training is considered only after employment has proven unsuccessful.

The survey also identifies a number of practical barriers to training — including the lack of a high school diploma, limited access due to geographic location, limited information due to lack of counselling, and — of particular importance to women — the presence of young children in the home.

Equally important are attitudinal and motivational conditions which are seen to strongly influence the training decision. For example, being goal directed -— in terms of interest in a specific type of job — at the time of leaving high school is strongly correlated with later job satisfaction, higher incomes and further education or training.

Overall, there is a strong interest in acquiring new skills among high school leavers. A full 53% of the sample have undertaken some further education or training, over half of these on a full-time basis. While strong gender differences are apparent in the type of training taken, it is encouraging that both men and women indicate a strong interest in the emerging skill area of computer technology and applications. Nonetheless a significant gap persists between interest in skills acquisition and actual training undertaken.

Finally, the diversity of training and education locations utilized by the sample presents a challenge to those designing or delivering service for this group. Clearly the group is strongly heterogeneous in its training needs and preferences. As well, the contrast between preferred and actual training locations — particularly with regard to on-the-job training — indicates a lack of awareness among young people of the potential for training on the job, and raises questions about how this source of training might be expanded.

TECHNICAL APPENDIXES

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I. SURVEY OVERVIEW

A. SAMPLE SELECTION

The population consists of Ontario residents 17 to 28 years of age who did not enter any form of further education or skills training immediately after leaving high school, and those aged 17 years or above who are presently attending high school and who do not intend to go directly into further education or training.

Effective survey research must be based on a sample truly representative of the universe of interest. A multi-stage sampling technique was employed to gather the data for this study. The essential feature of this procedure is that individual respondents are predetermined by the selection procedure itself. That predetermination is made by careful examination of a series of controlled choices.

The sampling technique produced a systematic random sample with probability of selection proportionate to size at the provincial level.

A sampling procedure was employed which is based upon mapping the linkage between the geographic location of individual telephone exchanges and Statistics Canada's fundamental building block for the census — the enumeration area (EA).

Telephone companies divide their service regions into smaller areas each served by a single switching centre. Within each switching centre area, all telephone numbers begin with the same two digits. We refer to these mutually exclusive exchange areas as NNXs (NNX representing the first three digits of a telephone number). Using census data, together with maps showing the geographic boundaries of NNXs, it is possible to determine exact population figures for each NNX and determine the appropriate number of respondents to be surveyed in each NNX.

Primary sampling units (groups of NNXs) and secondary sampling units (individual NNXs) were selected on the basis of probability proportionate to population size. Telephone numbers were then generated using a computerized random number generation program employing random start and fixed interval methods.

B. FIELD PROCEDURES

There were two versions of the questionnaire. For each version, the questionnaires were printed, consecutively numbered, and assembled into field packs of three interviews — two males and one female or two females and one male. This procedure ensured that the 50/50 sex quota would be met by preselecting males and females before the interviewing began.

The interviews took place between August 19 and September 14, 1988. Weekday interviewing was conducted between the hours of 5:30 and 10:00 p.m. Weekend interviewing was conducted between the hours of 10:00 a.m. and 5:00 p.m. Version (A) of the questionnaire contained 92 questions and took approximately 23 minutes to complete. Version (B) of the questionnaire contained 57 questions and took approximately 19 minutes to complete. Fifteen percent (15%) of all interviews were monitored while in progress for procedure and content from an extension monitor. All interviews were carefully edited as soon as they were completed to ensure that no questions were omitted and that skip-patterns were followed correctly.

Experienced telephone interviewers were used to collect the data. A briefing was held by the field supervisor and the research analyst was present to answer questions or clarify procedures. The field supervisor first read the questionnaire to the interviewers, thereby ensuring that pronunciation would be correct and uniform; and second, interviewer-respondent role-playing was used to illustrate skip and rotation patterns. The interviewers then had an opportunity to ask questions.

On the first evening in the field, the research analyst listened to the interviewers on an extension monitor. The monitor prevents the interviewer and respondent from knowing they are being listened to. This ensured that the skip and rotation patterns were followed correctly and that there were no questions causing interviewers any particular difficulty. When an error was caught, the interviewer was briefed again and the respondent was called back in order to correct the questionnaire.

C. CODING

The questionnaires were coded and the data were entered by experienced Decima personnel. The following standard procedures were followed:

- an initial briefing;
- supervision of trained staff; and
- verification of 15% of each coder's work.

Using the first 15% of completed questionnaires in each stratum, codes were constructed for the open-end questions by sorting and writing out the responses into independent categories. The research analyst checked all categories for completeness and consistency.

D. DATA PROCESSING

The entry and processing of the data were carried out on-site using Decima's Digital PDP 11/44 computer. Decima's interactive software system, designed specifically for survey analysis, has a robust data entry facility, which permits cleaning of the data, including out-of-range values and skip-pattern errors, as well as other logic errors. The fully cleaned data were then summarized into aggregate tables. Further analysis of the data included cross tabulation tables, measures of association, regression analysis, and factor analysis.

E. CONFIDENCE LIMITS

The sample of cases produces results which are accurate for the population of Ontario as a whole within Ò2.7 percentage points 95 out of 100 times.

The sample is only representative of residents in the province who have direct dialing telephone services. Therefore, Canadians who are accessible only by a
telephone servicing a large number of people, such as senior citizen homes, hospitals, and Indian reserves, and those who have only radio-telephone service or no telephone service at all, are automatically excluded from the sample. Any further questions the reader has about sampling should be referred to the research consultant.

While the most sophisticated procedures have been used to collect and analyze the information presented herein, it must be remembered that surveys are not predictions. They are designed to measure public opinion within identifiable statistical limits of accuracy at specific points in time. This survey is in no way a prediction of opinion or behaviour at any future point in time.

II. INTERVIEW SCHEDULE A

Notes: 1. Response percentages may not sum to 100% due to rounding throughout the Technical Appendixes.

2. (+) denotes a percentage value greater than 0 but less than 0.5 throughout the Technical Appendix.

A. Is there anyone living in the household between 17 and 28 years who is a resident of Ontario and who I could speak to?

NO (THANK AND TERMINATE) .....A
YES (ASK TO SPEAK TO THIS PERSON. IF THERE IS MORE THAN ONE PERSON ASK FOR THE PERSON WITH THE NEXT BIRTHDAY. IF THIS PERSON IS OUT ASK WHEN THEY WILL RETURN AND ARRANGE TO CALL BACK.) .....B

B. How long ago did you leave high school or are you still attending high school?

___ NUMBER OF MONTHS (GO TO Q.C).....A
___ NUMBER OF YEARS (GO TO Q.C) .....B
STILL ATTENDING HIGH SCHOOL (GO TO Q.D) .....C*

C. After leaving high school, did you go directly into a job, or did you go directly into a vocational or technical college or university course that was intended to last at least a year?

(A SUMMER JOB PRIOR TO ENTERING POST SECONDARY STUDIES IS CONSIDERED GOING DIRECTLY INTO POST SECONDARY)

(IF RESPONDENT DROPPED OUT OF STUDIES BEFORE THE END OF THE FIRST YEAR, BUT THE PROGRAM WOULD HAVE LASTED AT LEAST A YEAR, TREAT AS GOING DIRECTLY INTO POST SECONDARY AND TERMINATE)

(IF RESPONDENT DID NOT GET A JOB BUT DID NOT TAKE UP POST SECONDARY STUDIES, CONSIDER AS ELIGIBLE FOR INTERVIEW)

WORKED OR TRIED TO GET A JOB
(USE VERSION A) (SKIP D) ..... A*

WENT DIRECTLY INTO POST SECONDARY
EDUCATION (THANK AND TERMINATE) ..... B

D. After you leave high school, do you intend to go directly into a job or do you intend to go directly into a vocational or technical college or university course that will last at least a year?

(A SUMMER JOB PRIOR TO ENTERING POST SECONDARY STUDIES IS CONSIDERED GOING DIRECTLY INTO POST SECONDARY)

INTEND TO WORK (USE VERSION B) ..... A
INTEND TO STUDY (THANK AND TERMINATE) ..... B

I'd like to begin by asking you some questions about your high school education.

1. Were your final high school years spent in Ontario, in another province in Canada, or outside of Canada?

ONTARIO (GO TO Q2)	1	(91%)
ANOTHER PROVINCE IN CANADA (GO TO Q2)	2	(7%)
OUTSIDE OF CANADA (SKIP TO Q3)	3*	(3%)

IF "ONTARIO" OR "ANOTHER PROVINCE IN CANADA" TO Q1, ASK:

2. What program of study were you involved in at high school ...advanced/enriched, general or basic?

ADVANCED/ENRICHED	1	(31%)
GENERAL	2	(56%)
BASIC	3	(12%)
NO OPINION	4	(1%)

---

3. Did you graduate from high school (Grade 12) or did you leave high school for any reason prior to graduation?

GRADUATE	1	(66%)
LEAVE PRIOR TO GRADUATION	2	(34%)
NO OPINION	3	(+)

---

4. Some people after leaving school go directly into a college or university, while others get a job. What would you say was your main reason for not going directly to a college or university?
(DO NOT READ LIST) (ACCEPT ALL ANSWERS)

DIDN'T THINK IT WAS NECESSARY TO GET ADDITIONAL TRAINING OR SKILLS IN ORDER TO GET A JOB	01	(6%)
WANTED TO TAKE TIME OFF BEFORE CONTINUING WITH ANY TRAINING OR STUDIES	02	(10%)
WANTED TO MAKE SOME MONEY	03	(27%)
HAD ENOUGH OF STUDYING	04	(19%)
COULDN'T AFFORD TO UNDERTAKE ANY STUDIES OR TRAINING	05	(15%)
GRADES TOO LOW	06	(3%)
A PERSONAL OR FAMILY REASON	07	(10%)
DID NOT HAVE RIGHT TYPE OF CREDITS	08	(4%)
HAD A JOB TO GO TO	09	(16%)
NOT ACCEPTED/COMPETITION	10	(1%)
NOT IMPORTANT	11	(1%)
UNSURE OF FUTURE	12	(7%)
COURSES NOT OFFERED	13	(+)
DIDN'T ENJOY SCHOOL	14	(2%)
LEFT THE COUNTRY	15	(+)
WANTED A JOB	16	(2%)
LATE APPLICATION	17	(+)
TRAVEL	18	(1%)
OWNED A BUSINESS	19	(+)
FINISHED SCHOOL EARLY	20	(+)
HAD AN ACCIDENT/ILL	21	(+)
DISCOURAGED BY TEACHER	22	(1%)
WANTED ON JOB TRAINING	23	(1%)
NO OPINION	24	(2%)

---

5. When you left high school, were you planning to take some studies or training at some time in the future, did you decide you didn't need any further education or training, or did you not give it much thought?

PLANNING TO UNDERTAKE SOME STUDIES OR TRAINING AT SOME TIME	1	(60%)
DECIDE YOU DIDN'T NEED ANY FURTHER EDUCATION OR TRAINING	2	(11%)
DID NOT GIVE IT MUCH THOUGHT	3	(29%)
NO OPINION	4	(+)

---

6. In the time since leaving high school would you say that for most of that time you have been...(READ LIST)

EMPLOYED ON A FULL-TIME BASIS	1	(78%)
EMPLOYED ON A PART-TIME BASIS	2	(11%)
UNEMPLOYED AND LOOKING FOR WORK	3	(2%)
STUDYING OR TRAINING AT A COLLEGE OR UNIVERSITY	4	(3%)
NOT EMPLOYED AT ALL AND NOT ACTIVELY SEEKING WORK, THAT IS YOU ARE A HOMEMAKER	5	(5%)
UNEMPLOYED, BUT NOT LOOKING FOR WORK	6	(1%)
NO OPINION	7	(+)

---

7. And at the present time are you.....(READ LIST)

EMPLOYED ON A FULL-TIME BASIS	1	(69%)
EMPLOYED ON A PART-TIME BASIS	2	(9%)
UNEMPLOYED AND LOOKING FOR WORK	3	(7%)
STUDYING OR TRAINING AT A COLLEGE OR UNIVERSITY	4	(5%)
NOT EMPLOYED AT ALL AND NOT ACTIVELY SEEKING WORK, THAT IS YOU ARE A HOMEMAKER	5	(7%)
UNEMPLOYED, BUT NOT LOOKING FOR WORK	6	(4%)
NO OPINION	7	(+)

---

8. Since leaving high school, how many different companies have you worked for, or have you not had a job? (IF SELF-EMPLOYED WHOLE TIME, COUNT AS ONE COMPANY)

NEVER HAD A JOB (SKIP TO Q26)	1*	(2%)
ONE (GO TO Q9)	2	(19%)
TWO	3	(24%)
THREE	4	(19%)
FOUR	5	(14%)
FIVE	6	(10%)
SIX TO TEN	7	(9%)
MORE THAN TEN	8	(4%)
NO OPINION	9	(+)

---

9. When you left high school did you have a fairly specific job in mind that you wanted to get or did you not have anything specific in mind regarding a job?

HAVE A FAIRLY SPECIFIC JOB IN MIND (GO TO Q10)	1	(42%)
NOT HAVE ANYTHING SPECIFIC IN MIND (SKIP TO Q12)	2	(58%)
NO OPINION	3	(+)

IF SAY "FAIRLY SPECIFIC JOB IN MIND" TO Q.9, ASK:

10. Did you obtain the kind of job you wanted or did you take another type of job?

OBTAINED KIND OF JOB WANTED (SKIP TO Q12)	1*	(70%)
TOOK ANOTHER KIND OF JOB (GO TO Q11)	2	(29%)
NO OPINION	3	(+)

IF ANSWERED "TOOK ANOTHER KIND OF JOB" TO Q10, ASK:

11. Was the main reason for this because...(READ AND ROTATE LIST)

YOU DID NOT HAVE THE REQUIRED EDUCATION OR SKILL LEVEL	01	(34%)
THERE WERE NO POSITIONS AVAILABLE	02	(30%)
YOU DIDN'T KNOW WHERE TO LOOK	03	(4%)
YOU WERE NOT GIVEN A FAIR CHANCE TO GET THE KIND OF JOB YOU WANTED	04	(11%)
GOT MARRIED	05	(1%)
TOOK A TEMP JOB	06	(0%)
NEEDED MONEY	07	(4%)
OTHER JOB AVAILABLE	08	(8%)
LOCATION/CONVENIENCE	09	(1%)
TOO YOUNG	10	(2%)
PERSONAL FAMILY PROBLEM	11	(2%)
PHYSICAL INJURY	12	(1%)
DIDN'T LIKE JOB	13	(1%)
WORK IN DIFFERENT FIELD	14	(1%)

---

12. What was the first job you obtained after leaving high school? (PROBE...ACCEPT ONLY ONE RESPONSE...ANSWER MUST BE AT LEAST TEN WORDS)

NO OCCUPATION	01	(+)
GOVERNMENT OFFICIALS/ ADMINISTRATION	02	(+)
OTHER MANAGER/ADMINISTRATION	03	(2%)
ARCHITECT/ENGINEER	04	(+)
OTHER ARCHITECT/ENGINEER	05	(+)
MATH/STATISTICS/SYSTEMS ANALYST	06	(+)
SOCIAL WORK	07	(+)
LAW	08	(+)
LIBRARY/MUSEUM	09	(+)
OTHER SOCIAL SCIENCE	10	(+)
OTHER TEACHING	11	(+)
NURSING	12	(1%)
OTHER MEDICINE/HEALTH	13	(1%)
ART/PHOTOGRAPHY	14	(1%)
PERFORMING ARTS	15	(+)
WRITING	16	(+)
SPORTS & RECREATION	17	(1%)
TYPING	18	(5%)
BOOKKEEPING	19	(8%)
EDP EQUIPMENT OPERATOR	20	(1%)
RECORD/SCHEDULE/DISTRIBUTION	21	(3%)
LIBRARY/FILE CLERKS	22	(+)
RECEPTIONIST	23	(2%)
OTHER CLERICAL	24	(3%)
SALES - COMMODITIES	25	(8%)
SALES - SERVICE	26	(1%)
OTHER SALES	27	(1%)
PROTECTIVE SERVICE	28	(2%)
FOOD/BEVERAGE PREPARATION	29	(14%)
LODGING/ACCOMMODATION	30	(+)
PERSONAL SERVICE	31	(3%)
APPAREL & FURNISHING	32	(+)
OTHER SERVICE	33	(4%)
FARMERS	34	(1%)
FARM MANAGEMENT	35	(+)
OTHER FARMING/HORTICULTURE	36	(3%)
FORESTRY/LOGGING	37	(+)
MINING/QUARRY/OIL	38	(+)
MINERAL ORE TREATING	39	(+)
METAL PROCESSING	40	(1%)
CLAY/GLASS/STONE	41	(+)
CHEMICAL PROCESSING	42	(1%)
FOOD/BEVERAGE PROCESSING	43	(2%)
WOOD PROCESSING	44	(+)
PULP AND PAPERMAKING	45	(+)
TEXTILE PROCESSING	46	(1%)
OTHER PROCESSING	47	(+)
METAL MACHINING	48	(1%)
METAL SHAPING	49	(1%)
CLAY/GLASS/STONE-MAKING	50	(+)
OTHER MACHINING	51	(+)
METAL FAB/ASSEMBLING	52	(1%)

ELECTRICAL FAB/ASSEMBLING	53	(1%)
WOOD FAB/ASSEMBLING	54	(1%)
TEXTILE FAB/ASSEMBLING	55	(2%)
CHEMICAL FAB/ASSEMBLING	56	(1%)
MECHANICS/REPAIRER	57	(5%)
OTHER FAB/ASSEMBLING	58	(1%)
EXCAVATING/PAVING	59	(1%)
ELECTRICIAN	60	(1%)
OTHER CONSTRUCTION	61	(7%)
MOTOR TRANSPORT	62	(2%)
MATERIAL HANDLING	63	(5%)
PRINTING	64	(1%)
STATIONARY ENGINE/UTILITY	65	(+)
ELECT/COMM EQUIPMENT	66	(+)
OTHER CRAFTS/EQUIPMENT	67	(+)
OTHER OCCUPATIONS	68	(1%)
OTHER	69	(+)

---

13. From the time you started looking for a job, how long did it take you to get your first job after leaving high school?

LESS THAN ONE MONTH	1	(71%)
ONE TO TWO MONTHS	2	(14%)
THREE TO SIX MONTHS	3	(10%)
OVER SIX MONTHS	4	(6%)
NO OPINION	5	(+)

---

14. Thinking about the jobs you have had since leaving high school, would you describe yourself as being mostly self-employed or mostly employed by someone else?

SELF-EMPLOYED	1	(9%)
EMPLOYED BY SOMEONE ELSE	2	(91%)
NO OPINION	3	(+)

---

15. Since your first job, have you ever been unemployed, that is, when you were actively looking for a job, but were unable to find one?

YES (GO TO Q16)	1	(41%)
NO (SKIP TO Q19)	2*	(59%)

IF ANSWERED "YES" TO Q15, ASK:

---

16. How many times have you been unemployed since your first job?

ONCE	1	(42%)
TWO TIMES	2	(26%)
THREE TIMES	3	(12%)
FOUR TIMES	4	(7%)
FIVE OR MORE TIMES	5	(14%)
NO OPINION	6	(+)

---

17. And in total, how long would you say you have been unemployed and actively seeking work since your first job?

LESS THAN ONE MONTH	1	(14%)
ONE TO THREE MONTHS	2	(28%)
FOUR TO SIX MONTHS	3	(22%)
SEVEN TO ELEVEN MONTHS	4	(8%)
ONE YEAR	5	(15%)
TWO YEARS	6	(7%)
THREE OR MORE YEARS	7	(5%)
NO OPINION	8	(+)

---

18. And how long ago were you last unemployed? (NOT INCLUDING THE PRESENT -- IF SAYS CURRENTLY UNEMPLOYED) (READ LIST)

MORE THAN FIVE YEARS AGO	1	(12%)
FIVE YEARS AGO	2	(6%)
THREE TO FOUR YEARS AGO	3	(15%)
TWO YEARS AGO	4	(14%)
ONE YEAR AGO	5	(14%)
SIX MONTHS AGO	6	(8%)
LESS THAN SIX MONTHS AGO	7	(27%)
NOT UNEMPLOYED PREVIOUSLY	8	(4%)
NO OPINION	9	(+)

---

19. What is your present or most recent job? (PROBE...ANSWER MUST INCLUDE A DESCRIPTION OF WHAT RESPONDENT DOES, RATHER THAN A SECTOR OF THE ECONOMY BEING MENTIONED) (MUST BE AN OCCUPATION DONE SINCE LEAVING HIGH SCHOOL)

UNEMPLOYED	01	(+)

HOUSEWIFE	02	(2%)
GOVERNMENT OFFICIALS/ ADMINISTRATION	03	(1%)
OTHER MANAGER/ADMINISTRATION	04	(3%)
MANAGEMENT/ADMINISTRATION	05	(+)
PHYSICAL SCIENCES	06	(+)
LIFE SCIENCES	07	(+)
ARCHITECT/ENGINEER	08	(1%)
OTHER ARCHITECT/ENGINEER	09	(+)
MATH/STATISTICS/SYSTEMS ANALYST	10	(1%)
SOCIAL SCIENCES	11	(+)
SOCIAL WORK	12	(+)
LAW	13	(+)
LIBRARY/MUSEUM	14	(+)
OTHER SOCIAL SCIENCE	15	(+)
RELIGION	16	(+)
ELEMENTARY/SECONDARY TEACHING	17	(+)
OTHER TEACHING	18	(+)
NURSING	19	(1%)
OTHER MEDICINE/HEALTH	20	(1%)
ART/PHOTOGRAPHY	21	(1%)
PERFORMING ARTS	22	(1%)
SPORTS & RECREATION	23	(+)
TYPING	24	(4%)
BOOK KEEPING	25	(7%)
EDP EQUIPMENT OPERATOR	26	(2%)
RECD/SCHDL/DISTRIBUTION	27	(3%)
LIBRARY/FILE CLERKS	28	(+)
RECEPTIONIST	29	(2%)
OTHER CLERICAL	30	(3%)
SALES - COMMODITIES	31	(8%)
SALES - SERVICE	32	(1%)
OTHER SALES	33	(1%)
PROTECTIVE SERVICE	34	(2%)
FOOD/BEVERAGE PREPARATION	35	(7%)
PERSONAL SERVICE	36	(2%)
APPAREL & FURNISHING	37	(+)
OTHER SERVICE	38	(4%)
FARMERS	39	(1%)
OTHER FARMING/HORTICULTURAL	40	(3%)
FORESTRY/LOGGING	41	(+)
MINING/QUARRY/OIL	42	(+)
MINERAL ORE TREATING	43	(+)
METAL PROCESSING	44	(1%)
CHEMICAL PROCESSING	45	(+)
FOOD/BEVERAGE PROCESSING	46	(2%)
WOOD PROCESSING	47	(+)
PULP AND PAPERMAKING	48	(+)
TEXTILE PROCESSING	49	(+)
OTHER PROCESSING	50	(+)
METAL MACHINING	51	(2%)
METAL SHAPING	52	(2%)
WOOD MACHINING	53	(+)
OTHER MACHINING	54	(+)
METAL FAB/ASSEMBLING	55	(2%)
ELECTRICAL FAB/ASSEMBLING	56	(1%)
WOOD FAB/ASSEMBLING	57	(1%)

TEXTILE FAB/ASSEMBLING	58	(1%)
CHEMICAL FAB/ASSEMBLING	59	(1%)
MECHANICS/REPAIRER	60	(4%)
OTHER FAB/ASSEMBLING	61	(1%)
EXCAVATING/PAVING	62	(1%)
ELECTRICIAN	63	(2%)
OTHER CONSTRUCTION	64	(8%)
AIR TRANSPORT	65	(+)
RAILWAY TRANSPORT	66	(+)
MOTOR TRANSPORT	67	(2%)
MATERIAL HANDLING	68	(4%)
PRINTING	69	(1%)
STATIONARY ENGINE/UTILITY	70	(+)
ELECTRIC/COMM EQUIPMENT	71	(+)
OTHER CRAFTS/EQUIPMENT	72	(+)
OTHER OCCUPATIONS	73	(1%)
OTHER	74	(+)

---

20. How long have (did) you had (have) this job?

LESS THAN SIX MONTHS	1	(30%)
SIX MONTHS TO ONE YEAR	2	(16%)
ONE TO THREE YEARS	3	(30%)
MORE THAN THREE YEARS	4	(23%)
NO OPINION	5	(+)

---

21. Is (was) the type of work you are (were) doing the type of work you expect to be doing permanently or do you expect to be doing something different in the long run?

TYPE OF WORK EXPECT TO BE DOING PERMANENTLY	1	(37%)
EXPECT TO BE DOING SOMETHING DIFFERENT	2	(61%)
NO OPINION	3	(2%)

---

22. What was the job you had before your present or most recent one? (PROBE...ANSWER MUST INCLUDE A DESCRIPTION OF WHAT RESPONDENT DID, RATHER THAN A SECTOR OF THE ECONOMY BEING MENTIONED. MUST BE AN OCCUPATION DONE SINCE LEAVING HIGH SCHOOL)

HOUSEWIFE	01	(1%)
STUDENT	02	(+)
NO OCCUPATION	03	(16%)
GOVERNMENT OFFICIALS/ ADMINISTRATION	04	(+)

OTHER MANAGER/ADMINISTRATION	05	(1%)
MANAGEMENT/ADMINISTRATION	06	(+)
PHYSICAL SCIENCES	07	(+)
ARCHITECT/ENGINEER	08	(+)
OTHER ARCHITECT/ENGINEER	09	(+)
MATH/STATISTICS/SYSTEMS ANALYST.	10	(+)
SOCIAL WORK	11	(+)
LIBRARY/MUSEUM	12	(+)
NURSING	13	(1%)
OTHER MEDICINE/HEALTH	14	(+)
ART/PHOTOGRAPHY	15	(1%)
PERFORMING ARTS	16	(+)
WRITING	17	(+)
SPORTS & RECREATION	18	(1%)
TYPING	19	(4%)
BOOKKEEPING	20	(6%)
EDP EQUIPMENT OPERATOR	21	(1%)
RECD/SCHDL/DISTRIBUTION	22	(3%)
LIBRARY/FILE CLERKS	23	(+)
RECEPTIONIST	24	(2%)
OTHER CLERICAL	25	(2%)
SALES - COMMODITIES	26	(7%)
SALES - SERVICE	27	(1%)
OTHER SALES	28	(1%)
PROTECTIVE SERVICE	29	(1%)
FOOD/BEVERAGE PREPARATION	30	(10%)
LODGING/ACCOMMODATION	31	(+)
PERSONAL SERVICE	32	(2%)
APPAREL & FURNISHING	33	(+)
OTHER SERVICE	34	(3%)
FARMERS	35	(+)
FARM MANAGEMENT	36	(+)
OTHER FARMING/HORTICULTURAL	37	(2%)
FORESTRY/LOGGING	38	(+)
MINING/QUARRY/OIL	39	(+)
MINERAL ORE TREATING	40	(+)
METAL PROCESSING	41	(+)
CLAY/GLASS/STONE	42	(+)
CHEMICAL PROCESSING	43	(+)
FOOD/BEVERAGE PROCESSING	44	(1%)
WOOD PROCESSING	45	(+)
PULP AND PAPERMAKING	46	(+)
TEXTILE PROCESSING	47	(+)
METAL MACHINING	48	(2%)
METAL SHAPING	49	(1%)
CLAY/GLASS/STONE MACHINING	50	(+)
METAL FAB/ASSEMBLING	51	(1%)
ELECTRICAL FAB/ASSEMBLING	52	(1%)
WOOD FAB/ASSEMBLING	53	(1%)
TEXTILE FAB/ASSEMBLING	54	(1%)
CHEMICAL FAB/ASSEMBLING	55	(1%)
MECHANICS/REPAIRER	56	(3%)
OTHER FAB/ASSEMBLING	57	(1%)
EXCAVATING/PAVING	58	(+)
ELECTRICIAN	59	(1%)
OTHER CONSTRUCTION	60	(7%)
AIR TRANSPORT	61	(+)

RAILWAY TRANSPORT	62	(+)
MOTOR TRANSPORT	63	(2%)
OTHER TRANSPORT	64	(+)
MATERIAL HANDLING	65	(3%)
PRINTING	66	(1%)
STATIONARY ENGINE/UTILITY	67	(+)
OTHER CRAFTS/EQUIPMENT	68	(+)
OTHER OCCUPATIONS	69	(1%)
OTHER	70	(+)
NO RESPONSE	71	(1%)

---

* IF "NO OCCUPATION" BEFORE SKIP TO Q26

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23. How long did you have this job for? (READ LIST)

LESS THAN SIX MONTHS	1	(25%)
SIX MONTHS TO ONE YEAR	2	(27%)
ONE TO THREE YEARS	3	(31%)
MORE THAN THREE YEARS	4	(14%)
NO OPINION	5	(2%)

---

24. What was your job before that? (PROBE...ANSWER MUST INCLUDE A DESCRIPTION OF WHAT RESPONDENT DID, RATHER THAN A SECTOR OF THE ECONOMY BEING MENTIONED)

HOUSEWIFE	01	(+)
STUDENT	02	(1%)
NO OCCUPATION	03	(27%)
GOVERNMENT OFFICIALS/ ADMINISTRATION	04	(+)
OTHER MANAGER/ADMINISTRATION	05	(1%)
PHYSICAL SCIENCES	06	(+)
LIFE SCIENCES	07	(+)
OTHER ARCHITECT/ENGINEER	08	(+)
MATH/STATISTICS/SYSTEMS ANALYST	09	(+)
SOCIAL WORK	10	(+)
LAW	11	(+)
LIBRARY/MUSEUM	12	(+)
OTHER SOCIAL SCIENCE	13	(+)
UNIVERSITY TEACHING	14	(+)
OTHER TEACHING	15	(+)
OTHER MEDICINE/HEALTH	16	(+)
ART/PHOTOGRAPHY	17	(+)
PERFORMING ARTS	18	(+)
WRITING	19	(+)
SPORTS & RECREATION	20	(+)
TYPING	21	(3%)
BOOKKEEPING	22	(5%)
EDP EQUIPMENT OPERATOR	23	(1%)

RECD/SCHDL/DISTRIBUTION	24	(2%)
LIBRARY/FILE CLERKS	25	(+)
RECEPTIONIST	26	(1%)
OTHER CLERICAL	27	(2%)
SALES - COMMODITIES	28	(5%)
SALES - SERVICE	29	(+)
OTHER SALES	30	(1%)
PROTECTIVE SERVICE	31	(1%)
FOOD/BEVERAGE PREPARATION	32	(9%)
LODGING/ACCOMMODATION	33	(+)
PERSONAL SERVICE	34	(2%)
APPAREL & FURNISHING	35	(+)
OTHER SERVICE	36	(4%)
FARMERS	37	(+)
OTHER FARMING/HORTICULTURAL	38	(3%)
FORESTRY/LOGGING	39	(+)
MINING/QUARRY/OIL	40	(+)
MINERAL ORE TREATING	41	(+)
METAL PROCESSING	42	(+)
CHEMICAL PROCESSING	43	(1%)
FOOD/BEVERAGE PROCESSING	44	(2%)
WOOD PROCESSING	45	(+)
PULP AND PAPERMAKING	46	(+)
TEXTILE PROCESSING	47	(+)
OTHER PROCESSING	48	(+)
METAL MACHINING	49	(1%)
METAL SHAPING	50	(1%)
CLAY/GLASS/STONE MACHINING	51	(+)
OTHER MACHINING	52	(1%)
METAL FAB/ASSEMBLING	53	(1%)
ELECTRICAL FAB/ASSEMBLING	54	(+)
WOOD FAB/ASSEMBLING	55	(1%)
TEXTILE FAB/ASSEMBLING	56	(2%)
CHEMICAL FAB/ASSEMBLING	57	(1%)
MECHANICS/REPAIRER	58	(3%)
OTHER FAB/ASSEMBLING	59	(1%)
EXCAVATING/PAVING	60	(+)
ELECTRICIAN	61	(1%)
OTHER CONSTRUCTION	62	(5%)
AIR TRANSPORT	63	(+)
WATER TRANSPORT	64	(+)
MOTOR TRANSPORT	65	(1%)
OTHER TRANSPORT	66	(+)
MATERIAL HANDLING	67	(3%)
PRINTING	68	(1%)
STATIONARY ENGINE/UTILITY	69	(+)
ELECTRIC/COMM EQUIPMENT	70	(+)
OTHER CRAFTS/EQUIPMENT	71	(+)
OTHER OCCUPATIONS	72	(1%)
OTHER	73	(1%)
DON'T KNOW	74	(+)
NO RESPONSE	75	(2%)

---

* IF "NO OCCUPATION" BEFORE SKIP TO Q26

---

25. How long did you have that occupation for? (READ LIST)

LESS THAN SIX MONTHS	1	(31%)
SIX MONTHS TO ONE YEAR	2	(24%)
ONE TO THREE YEARS	3	(35%)
MORE THAN THREE YEARS	4	(9%)
NO OPINION (VOLUNTEERED)	5	(1%)

Now, I'd like to ask you some questions about any type of education or training you have taken.

26. Since leaving high school, have you attended or are you currently attending any schools or colleges or have you taken courses or training of any kind, including any training or apprenticeship provided by a company? (PROBE...ANY TYPE AT ALL)

YES (GO TO Q27)	1	(53%)
NO (SKIP TO Q48)	2*	(47%)
NO OPINION (VOLUNTEERED)	3	(+)

IF "YES" TO Q26, ASK:

---

27. Were these for job-related purposes, for some type of preparation for the work world, were they for pure interest with no relation to jobs, or were they a combination of both job-related purposes and interest?

JOB-RELATED PURPOSE, PREPARATION FOR THE WORK WORLD (GO TO Q28)	1	(57%)
FOR PURE INTEREST WITH NO RELATION TO JOBS (SKIP TO Q48)	2*	(11%)
A COMBINATION OF BOTH JOB-RELATED PURPOSE AND INTEREST (GO TO Q28)	3	(32%)
NO OPINION (VOLUNTEERED)	4	(+)

IF SAYS "JOB RELATED" OR "COMBINATION OF BOTH" TO Q27, ASK:

---

28. Thinking about the studies, courses, or training that were job-related or for some type of preparation for

the work world, which of the following have you undertaken (READ AND ROTATE LIST, ACCEPT MORE THAN ONE RESPONSE)

AN ON-THE-JOB TRAINING PROGRAM	01	(32%)
A PRIVATE BUSINESS OR TECHNICAL COLLEGE	02	(11%)
A CORRESPONDENCE COURSE	03	(10%)
A COMMUNITY COLLEGE COURSE	04	(37%)
A UNIVERSITY COURSE	05	(11%)
A TECHNICAL COLLEGE COURSE	06	(11%)
AN APPRENTICESHIP PROGRAM	07	(16%)
NIGHT SCHOOL	08	(1%)
ST. JOHNS AMBULANCE	09	(+)
MINISTRY OF TRANSPORTATION	10	(+)
MILITARY TRAINING	11	(1%)
LIFE INSURANCE COURSE	12	(+)
ONTARIO POLICE COLLEGE	13	(+)
ACTORS WORKSHOP	14	(+)
BUSINESS COURSES	15	(+)
HIGH SCHOOL COURSE	16	(1%)
ONTARIO GOVERNMENT UNION COURSE	17	(1%)
UNION COURSE	18	(+)
PRIVATE LESSONS	19	(+)
MANPOWER	20	(+)
NO OPINION (VOLUNTEERED)	21	(1%)

---

29. What was the program of study or skills that you took or trained in? (PROBE...ACCEPT UP TO THREE RESPONSES, ANSWER MUST BE A SUBJECT AREA OR SKILL)

LAW ENFORCEMENT	01	(1%)
MARKETING/BUSINESS	02	(9%)
LAW	03	(2%)
TYPING/WORD PROCESSING	04	(4%)
MECHANICS	05	(7%)
DRAFTING	06	(2%)
NURSING	07	(2%)
DENTAL ASSISTANT	08	(1%)
ENGLISH	09	(2%)
OTHER LANGUAGES	10	(1%)
FIRST AID	11	(1%)
CHEF/COOK	12	(3%)
SECRETARY/RECEPTION	13	(4%)
MATHEMATICS	14	(2%)
ACCOUNTING	15	(7%)
WELDING	16	(3%)
PLUMBING	17	(2%)
ELECTRICIAN	18	(2%)
ELECTRONICS	19	(4%)
REAL ESTATE	20	(1%)
LIBRARY TECHNICIAN	21	(+)
SHEET METAL	22	(1%)
ROOFING	23	(+)

COMPUTER PROGRAMMING 24 (8%)
TRAVEL/TOURISM.....25 (1%)
OFFICE ADMINISTRATION/MANAGEMENT 26 (2%)
HISTORY.....27 (1%)
APPRENTICESHIP 28 (1%)
STATIONARY ENGINEER.....29 (1%)
COMMERCIAL ART 30 (2%)
SCHOOL BUS.....31 (+)
CASHIER/SALES CLERK 32 (1%)
NURSES AIDE.....33 (2%)
PRE-SCHOOL EDUCATION .....34 (+)
BANK TELLER.....35 (1%)
BANKING SEMINARS 36 (1%)
HUMAN RELATIONS.....37 (+)
DAY CARE TRAINING 38 (1%)
MACHINE SHOP.....39 (3%)
LATHE OPERATOR.....40 (+)
JOB SKILLS 41 (2%)
ANIMAL CARE AID 42 (1%)
MILITARY TRAINING 43 (1%)
STONE MASON 44 (1%)
GENERAL ARTS/SCIENCE.....45 (5%)
STATISTICS.....46 (+)
CANADIAN SECURITIES.....47 (1%)
MANAGEMENT TRAINEE 48 (2%)
INSURANCE TRAINING 49 (1%)
BEHAVIOURAL SCIENCE .....50 (+)
GAS PUMPING .....51 (+)
ACCIDENT INVESTIGATION .....52 (+)
COSMETOLOGY.....53 (1%)
ENGINEERING 54 (2%)
PRINTING PRESS .....55 (+)
PROPANE COURSE 56 (1%)
ARCHITECTURE.....57 (1%)
FORESTRY.....58 (+)
FITNESS INSTRUCTION .....59 (+)
CARPENTRY.....60 (1%)
HOTEL/RESTAURANT MANAGEMENT.....61 (1%)
FINISH HIGH SCHOOL.....62 (2%)
FASHION ARTIST MODEL.....63 (1%)
INSULATION .....64 (+)
ELECTRICAL MAINTENANCE .....65 (+)
TRUCK DRIVING 66 (1%)
JEWELRY MAKING .....67 (+)
CUSTOMER SERVICE 68 (1%)
PHARMACOLOGY.....69 (+)
HEAVY EQUIPMENT OPERATOR.....70 (+)
SOCIAL WORKER.....71 (1%)
LANDSCAPING 72 (1%)
DATA PROCESSING 73 (1%)
INCOME TAX PREPARATION.....74 (+)
CONSTRUCTION 75 (1%)
HOW TO GET A JOB 76 (1%)
INTERIOR DECORATOR.....77 (+)
PSYCHOLOGY.....78 (2%)
SOCIOLOGY.....79 (1%)
KNOT MAKING .....80 (+)

LIFEBOAT TRAINING	81	(+)
TEACHER	82	(+)
MAKE FENCES	83	(+)
PESTICIDE TRAINING	84	(1%)
ROBOTICS	85	(+)
OTHER	86	(21%)

FOR FIRST SUBJECT OR SKILL MENTIONED IN Q29, ASK:

30. Was this first program or skill you mentioned toward a degree, a diploma, or a certificate of some kind or were these not given as part of the courses you took?

DEGREE	1	(9%)
DIPLOMA	2	(27%)
CERTIFICATE	3	(43%)
NOT GIVEN	4	(21%)
NO OPINION (VOLUNTEERED)	5	(1%)

---

31. Did you complete these courses, or are you still taking them, or did you not complete them?

DID NOT COMPLETE THEM	1	(14%)
STILL TAKING THEM	2	(25%)
COMPLETED THEM	3	61%)

---

32. Did you attend these courses on a full-time or a part-time basis?

FULL-TIME	1	(58%)
PART-TIME	2	(42%)
NO OPINION (VOLUNTEERED)	3	(1%)

---

33. How long did the program or training last? (READ LIST)

LESS THAN ONE WEEK	1	(4%)
ONE TO FOUR WEEKS	2	(8%)
FIVE WEEKS TO SIX MONTHS	3	(34%)
BETWEEN SIX MONTHS AND ONE YEAR	4	(15%)
ONE YEAR	5	(8%)
TWO YEARS	6	(11%)
THREE YEARS OR MORE	7	(20%)
NO OPINION (VOLUNTEERED)	8	(1%)

---

34. How long, after leaving high school, did you start this program or training?

LESS THAN SIX MONTHS	1	(16%)
SIX MONTHS TO LESS THAN ONE YEAR	2	(7%)
ONE YEAR	3	(16%)
TWO YEARS	4	(18%)
THREE TO FIVE YEARS	5	(25%)
OVER FIVE YEARS	6	(17%)
NO OPINION (VOLUNTEERED)	7	(1%)

* SKIP TO Q45 UNLESS SECOND SUBJECT OR SKILL MENTIONED TO Q29

FOR SECOND SUBJECT OR SKILL MENTIONED IN Q29, ASK:

35. Was this second program or skill you mentioned toward a degree, a diploma, or a certificate of some kind or were these not given as part of the courses you took?

DEGREE	1	(10%)
DIPLOMA	2	(16%)
CERTIFICATE	3	(38%)
NOT GIVEN	4	(29%)
NO OPINION (VOLUNTEERED)	5	(7%)

---

36. Did you complete these courses, or are you still taking them, or did you not complete them?

DID NOT COMPLETE THEM	1	(17%)
STILL TAKING THEM	2	(19%)
COMPLETED THEM	3	(59%)
NO OPINION (VOLUNTEERED)	4	(6%)

---

37. Did you attend these courses on a full-time or a part-time basis?

FULL-TIME	1	(38%)
PART-TIME	2	(56%)
NO OPINION (VOLUNTEERED)	3	(6%)

---

38. How long did the program or training last?

LESS THAN ONE WEEK	1	(7%)

ONE TO FOUR WEEKS	2	(8%)
FIVE WEEKS TO SIX MONTHS	3	(39%)
BETWEEN SIX MONTHS AND ONE YEAR	4	(12%)
ONE YEAR	5	(11%)
TWO YEARS	6	(6%)
THREE YEARS OR MORE	7	(12%)
NO OPINION (VOLUNTEERED)	8	(6%)

---

39. How long, after leaving high school, did you start this program or training?

LESS THAN SIX MONTHS	1	(8%)
SIX MONTHS TO LESS THAN ONE YEAR	2	(4%)
ONE YEAR	3	(9%)
TWO YEARS	4	(15%)
THREE TO FIVE YEARS	5	(31%)
OVER FIVE YEARS	6	(28%)
NO OPINION (VOLUNTEERED)	7	(6%)

* SKIP TO Q45 UNLESS THIRD SUBJECT OR SKILL MENTIONED TO Q29

FOR THIRD SUBJECT OR SKILL MENTION IN Q29, ASK:

40. Was this third program or skill you mentioned toward a degree, a diploma, or a certificate of some kind or were these not given as part of the courses you took?

DEGREE	1	(4%)
DIPLOMA	2	(17%)
CERTIFICATE	3	(38%)
NOT GIVEN	4	(37%)
NO OPINION (VOLUNTEERED)	5	(4%)

---

41. Did you complete these courses, or are you still taking them, or did you not complete them?

DID NOT COMPLETE THEM	1	(14%)
STILL TAKING THEM	2	(20%)
COMPLETED THEM	3	(63%)
NO OPINION (VOLUNTEERED)	4	(3%)

---

42. Did you attend these courses on a full-time or a part-time basis?

FULL-TIME	1	(41%)
PART-TIME	2	(56%)
NO OPINION (VOLUNTEERED)	3	(3%)

---

43. How long did the program or training last?

LESS THAN ONE WEEK	1	(10%)
ONE TO FOUR WEEKS	2	(10%)
FIVE WEEKS TO SIX MONTHS	3	(37%)
BETWEEN SIX MONTHS AND ONE YEAR	4	(14%)
ONE YEAR	5	(11%)
TWO YEARS	6	(7%)
THREE YEARS OR MORE	7	(9%)
NO OPINION (VOLUNTEERED)	8	(3%)

---

44. How long, after leaving high school, did you start this program or training?

LESS THAN SIX MONTHS	1	(6%)
SIX MONTHS TO LESS THAN ONE YEAR	2	(6%)
ONE YEAR	3	(14%)
TWO YEARS	4	(6%)
THREE TO FIVE YEARS	5	(32%)
OVER FIVE YEARS	6	(32%)
NO OPINION (VOLUNTEERED)	7	(4%)

---

45. Overall, how many separate courses have you taken that are job-related or provide some type of preparation for the work world?

ONE	1	(54%)
TWO	2	(22%)
THREE TO FIVE	3	(13%)
SIX TO TEN	4	(5%)
MORE THAN TEN	5	(5%)
NO OPINION (VOLUNTEERED)	6	(1%)

---

46. What would you say was your main reason for undertaking the studies or training that you have done or are doing? (DO NOT READ LIST, ACCEPT ONLY ONE RESPONSE)

YOU HAD THE OPPORTUNITY	01	(4%)
YOU WERE LOOKING FOR A		

SECURE FUTURE	02	(10%)
YOU COULD MAKE A GOOD INCOME WITH THE SKILL	03	(9%)
THE COURSES WERE EASY TO GET INTO	04	(+)
THE COURSES WERE AVAILABLE	05	(1%)
YOU WERE ATTRACTED TO THIS TYPE OF WORK	06	(9%)
YOU WANTED TO GET A BETTER JOB	07	(21%)
YOUR EMPLOYER REQUIRED THIS	08	(8%)
YOU WERE INTERESTED IN THIS SKILL	09	(24%)
SELF IMPROVEMENT	10	(5%)
COMPLETE/UPGRADE	11	(3%)
JOB SKILL IMPROVEMENT	12	(4%)
QUALIFY FOR A JOB	13	(3%)
TO BE SELF-EMPLOYED	14	(1%)
SAVE TIME ON APPRENTICESHIP	15	(+)
SOMETHING DIFFERENT	16	(1%)
TO MEET PEOPLE	17	(+)
NO OPINION (VOLUNTEERED)	18	(1%)

---

47. In thinking about the skills you have acquired through the training or courses that you have taken, have these courses helped you to get a better paying job, get better promotional opportunities, get a more challenging job, or have you received no direct career benefits?

GET A BETTER PAYING JOB	1	(36%)
GET BETTER PROMOTIONAL OPPORTUNITIES.	2	(20%)
GET A MORE CHALLENGING JOB	3	(12%)
NO DIRECT CAREER BENEFITS	4	(30%)
NO OPINION (VOLUNTEERED)	5	(3%)

---

48. Overall, would you say that you are very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied with the kinds of job skills that you have?

NOT AT ALL SATISFIED	1	(7%)
NOT TOO SATISFIED	2	(11%)
SOMEWHAT SATISFIED	3	(48%)
VERY SATISFIED	4	(35%)
NO OPINION (VOLUNTEERED)	5	(+)

---

49. Would you say that you are very interested, somewhat interested, not too interested, or not at all interested in acquiring any new job-related skills or some form of further education?

NOT AT ALL INTERESTED (SKIP TO Q56)	1*	(8%)
NOT TOO INTERESTED (SKIP TO Q56)	2*	(8%)
SOMEWHAT INTERESTED (GO TO Q50)	3	(31%)
VERY INTERESTED (GO TO Q50)	4	(53%)

IF "VERY INTERESTED" OR "SOMEWHAT INTERESTED" TO Q49, ASK:

---

50. What would you say is your main reason for wanting to acquire further skills or education? (READ AND ROTATE LIST)

TO IMPROVE PROMOTIONAL OPPORTUNITIES	01	(15%)
TO GET A BETTER JOB	02	(24%)
TO GET A MORE INTERESTING JOB	03	(14%)
TO GENERALLY IMPROVE YOURSELF	04	(43%)
TO GET A JOB	05	(+)
PAY INCREASES	06	(2%)
DECIDED FUTURE	07	(+)
START OWN BUSINESS	08	(1%)
MOVE AWAY	09	(+)
HELP COMMUNITY	10	(+)
NO OPINION (VOLUNTEERED)	11	(+)

---

51. What skill or form of education would you be most interested in obtaining? (PROBE...ACCEPT ONLY ONE RESPONSE...ANSWER MUST BE AT LEAST TEN WORDS)

LAW ENFORCEMENT	01	(1%)
MARKETING/BUSINESS	02	(8%)
LAW	03	(1%)
TYPING/WORD PROCESSING	04	(2%)
MECHANICS	05	(6%)
DRAFTING	06	(1%)
NURSING	07	(2%)
DENTAL ASSISTANT	08	(1%)
ENGLISH	09	(1%)
OTHER LANGUAGES	10	(1%)
CHEF/COOK	11	(1%)
SECRETARY/RECEPTION	12	(2%)
ACCOUNTING	13	(4%)
WELDING	14	(1%)
PLUMBING	15	(1%)
ELECTRICIAN	16	(2%)
ELECTRONICS	17	(2%)

REAL ESTATE	18	(1%)
LIBRARY TECHNICIAN	19	(+)
SHEET METAL	20	(+)
COMPUTER PROGRAMMING	21	(6%)
TRAVEL/TOURISM	22	(+)
OFFICE ADMINISTRATIVE/MANAGEMENT	23	(1%)
HISTORY	24	(+)
APPRENTICESHIP	25	(1%)
COMMERCIAL ART	26	(1%)
CASHIER/SALES CLERK	27	(+)
NURSES AIDE	28	(1%)
PRE-SCHOOL EDUCATION	29	(+)
HUMAN RELATIONS	30	(1%)
DAY CARE TRAINING	31	(1%)
MACHINE SHOP	32	(1%)
JOB SKILLS	33	(+)
ANIMAL CARE AID	34	(1%)
MILITARY TRAINING	35	(+)
STONE MASON	36	(+)
INDUSTRIAL MAINTENANCE	37	(+)
GENERAL ARTS/SCIENCES	38	(2%)
CANADIAN SECURITIES	39	(+)
MANAGEMENT TRAINEE	40	(3%)
INSURANCE TRAINING	41	(+)
BEHAVIOURAL SCIENCE	42	(+)
COSMETOLOGY	43	(+)
ENGINEERING	44	(2%)
PRINTING PRESS	45	(+)
ARCHITECTURE	46	(1%)
FORESTRY	47	(+)
PHYSIOTHERAPIST	48	(+)
FITNESS INSTRUCTION	49	(+)
CARPENTRY	50	(2%)
FOOD PREPARATION	51	(+)
HOTEL/RESTAURANT MANAGEMENT	52	(1%)
FINISH HIGH SCHOOL	53	(1%)
FASHION ARTIST MODEL	54	(1%)
ELECTRICAL MAINTENANCE	55	(+)
GEOLOGIST	56	(+)
TRUCK DRIVING	57	(+)
JEWELRY MAKING	58	(+)
HEAVY EQUIPMENT OPERATOR	59	(+)
SOCIAL WORKER	60	(1%)
LANDSCAPING	61	(+)
DATA PROCESSING	62	(+)
CONSTRUCTION	63	(1%)
ARCHEOLOGIST	64	(+)
INTERIOR DECORATION	65	(+)
PSYCHOLOGY	66	(1%)
SOCIOLOGY	67	(+)
TEACHER	68	(2%)
DENTURE MECHANIC	69	(+)
PESTICIDE TRAINING	70	(+)
ROBOTICS	71	(+)
OTHER	72	(12%)
DON'T KNOW	73	(15%)
NO RESPONSE	74	(2%)

* IF DON'T KNOW, SKIP TO Q56

---

52. Do you know where you could obtain this type of training or education?

YES (GO TO Q53)	1	(85%)
NO (SKIP TO Q54)	2*	(15%)
NO OPINION (VOLUNTEERED)	3	(1%)

IF "YES" TO Q52, ASK:

53. Where would you go about obtaining this skill? (DO NOT READ LIST)

AT YOUR PLACE OF WORK	01	(7%)
THROUGH A GOVERNMENT TRAINING PROGRAM	02	(2%)
AT A PRIVATE INSTITUTION	03	(4%)
UNIVERSITY	04	(19%)
COLLEGE	05	(51%)
CORRESPONDENCE COURSE	06	(2%)
APPRENTICESHIP	07	(3%)
AT A TECHNICAL COLLEGE	08	(7%)
AT A HIGH SCHOOL	09	(2%)
NIGHT SCHOOL	10	(1%)
ARMED FORCES	11	(+)
FAMILY	12	(+)
THEATRE/SCHOOL	13	(+)
INSURANCE BUREAU	14	(+)
NO OPINION (VOLUNTEERED)	15	(+)

---

54. And would you say it is very likely, somewhat likely, not too likely, or not at all likely that you will obtain this skill or training?

NOT AT ALL LIKELY (GO TO Q55)	1	(3%)
NOT TOO LIKELY (GO TO Q55)	2	(11%)
SOMEWHAT LIKELY (SKIP TO Q56)	3*	(39%)
VERY LIKELY (SKIP TO Q56)	4*	(47%)
NO OPINION (VOLUNTEERED)	5	(+)

IF ANSWERED "NOT TOO LIKELY" OR "NOT AT ALL LIKELY" TO Q54, ASK:

---

55. What is the main reason that you say this? (DO NOT READ LIST)

LACK OF MONEY	01	(23%)
LACK OF TIME	02	(24%)
FAMILY SITUATION WON'T ALLOW IT	03	(15%)
NO LOCAL FACILITIES	04	(3%)
DON'T HAVE PRIOR QUALIFICATIONS	05	(7%)
DON'T KNOW HOW	06	(6%)
KEEP PRESENT JOB	07	(6%)
WAITING LIST	08	(1%)
WON'T HIRE APPRENTICES	09	(1%)
TRAINING NOT NECESSARY	10	(2%)
FATHER CAN TEACH ME	11	(1%)
TOO MUCH COMPETITION	12	(2%)
TOO OLD	13	(1%)
NO AMBITION TO STUDY	14	(5%)
NOT SURE OF DIRECTION	15	(2%)
NO OPINION (VOLUNTEERED)	16	(1%)

---

56. Have you had any form of job-related counselling since leaving high school?

YES (GO TO Q57)	1	(13%)
NO (SKIP TO Q60)	2*	(87%)
NO OPINION (VOLUNTEERED)	3	(1%)

IF ANSWERED "YES" TO Q56, ASK:

---

57. Which of the following types of job-related counselling services have you used? (READ AND ROTATE LIST) (ACCEPT ALL RESPONSES...PROBE: "Any others?")

COLLEGE OR UNIVERSITY COUNSELLING SERVICE	01	(35%)
CANADA EMPLOYMENT CENTRE COUNSELLING SERVICE	02	(40%)
PRIVATELY OPERATED COUNSELLING SERVICE	03	(20%)
COMMUNITY CENTRES OR ORGANIZATIONS	04	(14%)
OCAP	05	(1%)
HIGH SCHOOL COUNSELLING	06	(1%)
GOVERNMENT VOCATION TRAINING	07	(3%)
FUTURES	08	(4%)
MILITARY COUNSELLING	09	(1%)

EMPLOYER/PERSONAL DEPARTMENT	10	(1%)
NO OPINION (VOLUNTEERED)	11	(4%)

---

58. What was your main reason for using a counselling service? (DO NOT READ LIST)

TO SEEK ADVICE ON THE KINDS OF CAREER CHOICES THAT WERE AVAILABLE	01	(39%)
TO FIND WHAT KINDS OF QUALIFICATIONS ARE NEEDED FOR A PARTICULAR JOB AND HOW TO GET THEM	02	(32%)
TO FIND A JOB	03	(10%)
INFORMATION ON FUNDING	04	(1%)
APPRENTICESHIP	05	(1%)
GENERAL COUNSELLING	06	(1%)
TRAINING PROGRAM	07	(4%)
MANDATORY BY OCAP	08	(1%)
NECESSARY FOR JOB	09	(2%)
OBTAIN GOALS	10	(1%)
MAKE RIGHT CHOICE	11	(2%)
FIND COURSES OFFERED	12	(1%)
JOB INTERVIEW EXPERIENCE	13	(1%)
FRIEND/FAMILY INFLUENCE	14	(1%)
GET HIGHER PAYING JOB	15	(2%)
MANDATORY FOR U.I.	16	(1%)
AVAILABLE BY COMPANY	17	(1%)
INTEREST & CURIOSITY	18	(1%)
IMPROVE MYSELF	19	(1%)
NO OPINION (VOLUNTEERED)	20	(1%)

---

59. And based on your experience, was this counselling very useful, somewhat useful, not too useful, or not at all useful?

NOT AT ALL USEFUL	1	(8%)
NOT TOO USEFUL	2	(13%)
SOMEWHAT USEFUL	3	(44%)
VERY USEFUL	4	(35%)
NO OPINION (VOLUNTEERED)	5	(1%)

---

60. The economy can be divided into a number of sectors. Which one of the following would you most prefer to work in? (READ AND ROTATE LIST)

MANUFACTURING IN A PLANT OR FACTORY	01	(10%)
MINING OR FORESTRY	02	(5%)
TRANSPORTATION	03	(6%)

CONSTRUCTION	04	(11%)
HOSPITALITY/TOURISM	05	(7%)
THE RETAIL TRADE OR PERSONAL SERVICES	06	(11%)
EDUCATION, HEALTH OR SOCIAL SERVICES	07	(16%)
FINANCIAL AND BUSINESS SERVICES	08	(18%)
GOVERNMENT	09	(12%)
ARTS/RECREATION	10	(1%)
AGRICULTURE	11	(1%)
SPORTS/RECREATION	12	(+)
FASHION	13	(+)
SKILLED TRADE	14	(+)
PRINTING	15	(+)
REAL ESTATE	16	(+)
GRAPHIC ARTS	17	(+)
AUTO MECHANICS	18	(+)
POLICE OFFICER	19	(+)
COMMUNICATIONS	20	(1%)
ENVIRONMENT	21	(+)
NO OPINION (VOLUNTEERED)	22	(1%)

For each of the following, I'll be using a ten-point scale where ten indicates extreme interest and one indicates no interest, please tell me how interested you would be in obtaining each. The first is...(READ AND ROTATE Q61 TO Q69)

NO INTEREST EXTREME INTEREST

1 2 3 4 5 6 7 8 9 10

	MEAN RATING
61. A skilled trade in the construction industry	4.15
62. A skilled trade in manufacturing	4.08
63. A skill in education, health or community services	5.42
64. A skill in the secretarial or clerical area	3.41
65. A skill related to computers or electronics	6.02
66. A skill in a technical or mechanical area	5.47
67. A skill using numbers	5.41
68. A skill involving dealing with people	7.40
69. A skill related to sales or merchandising	5.18

END OF ROTATION

Now, I'm going to read you a list of statements various people have made at one time or another. I'd like you to tell me how you personally feel about each statement by giving me a number between -5 and +5, where -5 means you totally disagree with the statement and +5 means you totally agree with the statement. Many people's opinions fall somewhere in between these two points depending on how they feel about the statement. The first statement is...(ROTATE STATEMENTS 70-81...READ FIRST STATEMENT...REPEAT SCALE INSTRUCTIONS IF REQUESTED) Where would you place yourself on this scale?

TOTALLY DISAGREE DEPENDS TOTALLY AGREE

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

	MEAN RATING
70. If you are prepared to work hard you can get ahead even if you don't have many job skills or special training.	2.42
71. I am dissatisfied with the kind of preparation I received at high school for the work world.	0.48
72. I expect that I will have to be retrained a number of times during my working life.	0.91
73. A job doesn't have to be an important part of my life, since my life outside of work is much more important to me than what I do as a job.	0.71
74. It is fairly easy to get a good paying job in Ontario today.	-0.43
75. You don't need any special skills or job training to get a well-paying job today.	-2.43
76. My job doesn't allow me to use all the skills I have acquired.	0.64
77. The job I currently do will not be around twenty years from now.	-1.92
78. There are a lot of things I want to accomplish in my life.	4.42
79. My job provides me new and interesting challenges every day.	1.69
80. I expect to retire before I am 55 years of age.	1.03
81. I am prepared to train and study now and maybe not make a big wage, in order to build a better future for myself.	2.02

END OF ROTATION

Now, I have a few final questions for statistical purposes...

82. What is your age, please?

17 YEARS	01	(1%)
18 YEARS	02	(4%)
19 YEARS	03	(8%)
20 YEARS	04	(9%)
21 YEARS	05	(8%)
22 YEARS.	06	(8%)
23 YEARS	07	(10%)
24 YEARS	08	(11%)
25 YEARS	09	(10%)
26 YEARS	10	(11%)
27 YEARS	11	(12%)
28 YEARS	12	(10%)

---

83. Which of the following income groups includes your annual personal income? (READ CHOICES)

LESS THAN $ 5,000	01	(13%)
$ 5,000 - $ 9,999	02	(15%)
$10,000 - $14,999.	03	(17%)
$15,000 - $19,999	04	(17%)
$20,000 - $24,999	05	(16%)
$25,000 - $29,999	06	(10%)
$30,000 - $34,999	07	(5%)
$35,000 - $39,999	08	(4%)
$40,000 - $44,999	09	(2%)
$45,000 - $49,999	10	(1%)
$50,000 AND OVER	11	(2%)

---

84. Are you single, married, widowed, separated or divorced?

SINGLE	1	(60%)
MARRIED/COMMON LAW	2	(35%)
WIDOWED	3	(+)
SEPARATED	4	(3%)
DIVORCED	5	(2%)
NO OPINION (VOLUNTEERED)	6	(+)

---

85. Do you have any children living in the home with you who you are supporting?

YES	1	(28%)
NO	2	(72%)
NO OPINION (VOLUNTEERED)	3	(+)

---

86. What was your father's occupation during your final years in high school? (PROBE...MUST BE AN OCCUPATION NOT A SECTOR OF THE ECONOMY)

UNEMPLOYED	01	(2%)
DECEASED	02	(4%)
RETIRED	03	(2%)
HOMEMAKER	04	(+)
STUDENT	05	(0%)
NO OCCUPATION	06	(+)
GOVERNMENT OFFICIALS/ ADMINISTRATION	07	(1%)
OTHER MANAGER/ ADMINISTRATION	08	(9%)
MANAGEMENT/ADMINISTRATION	09	(2%)
PHYSICAL SCIENCES	10	(1%)
LIFE SCIENCES	11	(+)
ARCHITECT/ENGINEER	12	(2%)
OTHER ARCHITECT/ENGINEER	13	(1%)
MATH/STATISTICS/SYSTEMS ANALYZE	14	(+)
SOCIAL SCIENCES	15	(0%)
SOCIAL WORK	16	(+)
LAW	17	(+)
LIBRARY/MUSEUM	18	(0%)
OTHER SOCIAL SCIENCE	19	(+)
RELIGION	20	(+)
UNIVERSITY TEACHING	21	(1%)
ELEMENTARY/SECONDARY TEACHING	22	(1%)
OTHER TEACHING	23	(1%)
HEALTH	24	(+)
NURSING	25	(+)
OTHER MEDICINE/HEALTH	26	(+)
ART/PHOTOGRAPHY	27	(1%)
PERFORMING ARTS.	28	(+)
WRITING	29	(+)
SPORT AND RECREATION.	30	(+)
TYPING	31	(0%)
BOOKKEEPING	32	(1%)
EDP EQUIPMENT OPERATOR	33	(1%)
RECORD/SCHOOL/DISTRIBUTION	34	(1%)
LIBRARY/FILE CLERKS	35	(0%)
RECEPTIONIST	36	(1%)
OTHER CLERICAL	37	(1%)
SALES -- COMMODITIES	38	(3%)
SALES -- SERVICE	39	(1%)
OTHER SALES	40	(+)
PROTECTIVE SERVICE	41	(2%)
FOOD/BEVERAGE PREPARATION	42	(1%)
LODGING/ACCOMMODATION	43	(+)
PERSONAL SERVICE	44	(1%)
APPAREL AND FURNISHING	45	(+)
OTHER SERVICE	46	(3%)
FARMERS	47	(3%)
FARM MANAGEMENT	48	(+)
OTHER FARMING/HORTICULTURE	49	(2%)
FISHING,'TRAPPING	50	(+)
FORESTRY/LOGGING	51	(1%)

MINING/QUARRY/OIL	52	(2%)
MINERAL ORE TREATING	53	(+)
METAL PROCESSING	54	(1%)
CLAY/GLASS/STONE	55	(+)
CHEMICAL PROCESSING	56	(+)
FOOD/BEVERAGE PROCESSING	57	(1%)
WOOD PROCESSING	58	(+)
PULP AND PAPERMAKING	59	(1%)
TEXTILE PROCESSING	60	(+)
OTHER PROCESSING	61	(+)
METAL MACHINING	62	(2%)
METAL SHAPING	63	(3%)
WOOD MACHINING	64	(0%)
CLAY/GLASS/STONE MACHINING	65	(+)
OTHER MACHINING	66	(+)
METAL FABRICATING/ASSEMBLING	67	(3%)
ELECTRICAL FABRICATING/ASSEMBLING	68	(1%)
WOOD FABRICATING/ASSEMBLING	69	(1%)
TEXTILE FABRICATING/ASSEMBLING	70	(+)
CHEMICAL FABRICATING/ASSEMBLING	71	(+)
MECHANICS/REPAIRER	72	(4%)
OTHER FABRICATING/ASSEMBLING	73	(1%)
EXCAVATING/PAVING	74	(1%)
ELECTRICIAN	75	(2%)
OTHER CONSTRUCTION	76	(10%)
AIR TRANSPORTATION	77	(+)
RAILWAY TRANSPORTATION	78	(+)
WATER TRANSPORTATION	79	(0%)
MOTOR TRANSPORTATION	80	(5%)
OTHER TRANSPORTATION	81	(+)
MATERIAL HANDLING	82	(3%)
PRINTING	83	(1%)
STATIONARY ENGINEER/UTILITIES	84	(+)
ELECTRICAL/COMMUNICATIONS EQUIPMENT	85	(+)
OTHER CRAFTS/EQUIPMENT	86	(+)
OTHER OCCUPATIONS	87	(2%)
OTHER	88	(4%)
DON'T KNOW	89	(0%)
NO RESPONSE	90	(1%)

---

87. And what about your mother what was her occupation during your final high school years? (PROBE MUST BE AN OCCUPATION OR HOMEMAKER, NOT A SECTOR OF THE ECONOMY)

UNEMPLOYED	01	(1%)
DECEASED	02	(1%)
RETIRED	03	(1%)
HOUSEWIFE	04	(39%)
STUDENT	05	(+)
NO OCCUPATION	06	(1%)
GOVERNMENT OFFICIALS/ ADMINISTRATION	07	(1%)

OTHER MANAGERS/ADMINISTRATION	08	(3%)
MANAGEMENT/ADMINISTRATION	09	(1%)
PHYSICAL SCIENCES	10	(+)
LIFE SCIENCES	11	(+)
ARCHITECT/ENGINEER	12	(+)
OTHER ARCHITECT/ENGINEER	13	(0%)
MATH/STATISTICS/SYSTEMS ANALYZE	14	(0%)
SOCIAL SCIENCES	15	(+)
SOCIAL WORK	16	(1%)
LAW	17	(+)
LIBRARY/MUSEUM	18	(0%)
OTHER SOCIAL SCIENCE	19	(0%)
RELIGION	20	(0%)
UNIVERSITY TEACHING	21	(0%)
ELEMENTARY/SECONDARY TEACHING	22	(2%)
OTHER TEACHING	23	(1%)
HEALTH	24	(0%)
NURSING	25	(6%)
OTHER MEDICINE/HEALTH	26	(+)
ART/PHOTOGRAPHY	27	(+)
PERFORMING ARTS	28	(+)
WRITING	29	(+)
SPORT AND RECREATION	30	(+)
TYPING	31	(6%)
BOOKKEEPING	32	(4%)
EDP EQUIPMENT OPERATOR	33	(1%)
RECORD/SCHEDULE/DISTRIBUTION	34	(+)
LIBRARY/FILE CLERK	35	(+)
RECEPTIONIST	36	(2%)
OTHER CLERICAL	37	(2%)
SALES -- COMMODITIES	38	(3%)
SALES -- SERVICE	39	(1%)
OTHER SALES	40	(+)
PROTECTIVE SERVICE	41	(+)
FOOD/BEVERAGE PREPARATION	42	(5%)
LODGING/ACCOMMODATION	43	(+)
PERSONAL SERVICE	44	(2%)
APPAREL AND FURNISHING	45	(+)
OTHER SERVICE	46	(2%)
FARMERS	47	(1%)
FARM MANAGEMENT	48	(+)
OTHER FARMING/HORTICULTURE	49	(1%)
FISHING/TRAPPING	50	(0%)
FORESTRY/LOGGING	51	(0%)
MINING/QUARRY/OIL	52	(0%)
MINERAL ORE TREATING	53	(0%)
METAL PROCESSING	54	(0%)
CLAY/GLASS/STONE	55	(0%)
CHEMICAL PROCESSING	56	(+)
FOOD/BEVERAGE PROCESSING	57	(1%)
WOOD PROCESSING	58	(0%)
PULP AND PAPERMAKING	59	(0%)
TEXTILE PROCESSING	60	(+)
OTHER PROCESSING	61	(0%)
METAL MACHINING	62	(+)
METAL SHAPING	63	(+)
WOOD MACHINING	64	(0%)

CLAY/GLASS/STONE MACHINING	65	(0%)
OTHER MACHINING	66	(+)
METAL FABRICATING/ASSEMBLING	67	(+)
ELECTRICAL FABRICATING/ASSEMBLING	68	(1%)
WOOD FABRICATING/ASSEMBLING	69	(+)
TEXTILE FABRICATING/ASSEMBLING	70	(2%)
CHEMICAL FABRICATING/ASSEMBLING	71	(+)
MECHANICS/REPAIRER	72	(+)
OTHER FABRICATING/ASSEMBLING	73	(1%)
EXCAVATING/PAVING	74	(0%)
ELECTRICIAN	75	(0%)
OTHER CONSTRUCTION	76	(+)
AIR TRANSPORTATION	77	(0%)
RAILWAY TRANSPORTATION	78	(0%)
WATER TRANSPORTATION	79	(0%)
MOTOR TRANSPORTATION	80	(1%)
OTHER TRANSPORTATION	81	(0%)
MATERIAL HANDLING	82	(2%)
PRINTING	83	(+)
STATIONARY ENGINEER/UTILITIES	84	(0%)
ELECTRICAL/COMMUNICATIONS EQUIPMENT	85	(0%)
OTHER CRAFTS/EQUIPMENT	86	(+)
OTHER OCCUPATIONS.	87	(2%)
OTHER	88	(1%)
DON'T KNOW	89	(0%)
NO RESPONSE	90	(1%)

---

88. What is the highest level of education you have completed? (REQUEST GRADE OR LEVEL)

GRADE 1	01	(0%)
GRADE 2	02	(0%)
GRADE 3.	03	(0%)
GRADE 4.	04	(0%)
GRADE 5	05	(0%)
GRADE 6.	06	(0%)
GRADE 7.	07	(0%)
GRADE 8.	08	(2%)
GRADE 9.	09	(4%)
GRADE 10.	10	(10%)
GRADE 11.	11	(15%)
GRADE 12	12	(48%)
GRADE 13.	13	(9%)
1 YEAR COLLEGE/TECHNICAL.	14	(2%)
2 YEARS COLLEGE/TECHNICAL.	15	(1%)
3+ YEARS COLLEGE/TECHNICAL.	16	(1%)
COMPLETED COLLEGE/TECHNICAL.	17	(4%)
1 YEAR UNIVERSITY.	18	(1%)
2 YEARS UNIVERSITY	19	(1%)
3 YEARS UNIVERSITY.	20	(+)
4+ YEARS UNIVERSITY	21	(+)
COMPLETED UNIVERSITY	22	(1%)

APPRENTICESHIP/TECHNICAL	23	(1%)
NO RESPONSE.	24	(+)

---

89. To which ethnic or cultural group(s) do you or did your ancestors belong, that is what country did they come from? (ACCEPT UP TO THREE ANSWERS, DO NOT ACCEPT CANADIAN, EUROPEAN, OR AMERICAN AS AN ANSWER) (READ LIST IF REQUIRED)

ENGLISH.	01	(36%)
FRENCH.	02	(17%)
IRISH	03	(21%)
SCOTTISH	04	(22%)
GERMAN	05	(12%)
ITALIAN	06	(8%)
UKRAINIAN	07	(3%)
GREEK	08	(1%)
EASTERN EUROPEAN	09	(2%)
PORTUGESE	10	(2%)
DUTCH	11	(6%)
SCANDINAVIAN	12	(2%)
COMBINE DUTCH AND BELGIAN.	13	(+)
JEWISH	14	(+)
POLISH	15	(3%)
BLACK -- FROM THE CARIBBEAN	16	(1%)
OTHER BLACK ANCESTRAL GROUP	17	(1%)
INUIT	18	(+)
STATUS INDIAN	19	(2%)
NON-STATUS INDIAN	20	(2%)
MÊTIS (MAY-TEE)	21	(1%)
EAST INDIAN.	22	(1%)
PAKISTANI	23	(+)
FILIPINO	24	(+)
MALAYSIAN.	25	(0%)
INDONESIAN	26	(+)
CHINESE	27	(+)
JAPANESE	28	(+)
KOREAN	29	(+)
VIETNAMESE	30	(+)
CAMBODIAN	31	(0%)
LAOTIAN	32	(+)
MIDDLE EAST	33	(+)
WEST INDIAN.	34	(1%)
SPANISH	35	(1%)
LATIN AMERICAN.	36	(1%)
MEDITERRANEAN	37	(+)
RUSSIAN	38	(1%)
CZECHOSLOVAKIAN	39	(1%)
LITHUANIAN	40	(+)
UNITED KINGDOM	41	(+)
AUSTRALIA	42	(+)
BELGIUM	43	(+)
FINLAND	44	(+)

AUSTRIAN	45	(1%)
NETHERLANDS	46	(+)
GUYANA	47	(1%)
WELSH	48	(1%)
MALTA	49	(+)
HUNGARIAN	50	(1%)
ICELAND	51	(+)
IRANIAN	52	(+)
TRINIDAD	53	(+)
DENMARK	54	(+)
YUGOSLAVIA	55	(1%)
GHANA	56	(+)
EAST AFRICA	57	(+)
U.S.	58	(+)
PARAGUAY	59	(0%)
SWITZERLAND	60	(+)
ARMENIAN	61	(+)
SOUTH AMERICAN	62	(+)
MACEDONIAN	63	(0%)
CHILE	64	(+)
ARABIC	65	(+)
CYPRIOT	66	(+)
BURMESE	67	(+)

---

90. What is you mother tongue, that is the language you first spoke at home? (DO NOT READ LIST)

ENGLISH	1	(79%)
FRENCH	2	(7%)
BOTH (VOLUNTEERED)	3	(1%)
OTHER	4	(12%)
NO OPINION (VOLUNTEERED)	5	(+)

---

91. Sex. (BY OBSERVATION)

MALE (SKIP TO END)	1*	(54%)
FEMALE (GO TO Q.92)	2	(46%)

IF "FEMALE" TO Q91, ASK:

92. Do you expect to work outside the home all, most, some, or only a little of your work life?

ONLY A LITTLE	1	(8%)
SOME	2	(25%)
MOST	3	(41%)
ALL	4	(26%)
NO OPINION (VOLUNTEERED)	5	(1%)

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93. Version

LEFT HIGH SCHOOL	1	(100%)
STILL ATTEND HIGH SCHOOL	2	(0%)

III. INTERVIEW SCHEDULE B

I'd like to begin by asking you some questions about your high school education.

1. What grade will you be entering in September?

GRADE 5	1	(1%)
GRADE 9	2	(1%)
GRADE 10	3	(4%)
GRADE 11	4	(20%)
GRADE 12	5	(56%)
GRADE 13	6	(17%)

---

2. Are you taking advanced/enriched, general, or basic courses?

ADVANCED/ENRICHED	1	(36%)
GENERAL	2	(53%)
BASIC	3	(11%)

---

3. Some people after they leave high school go directly into college or university, while others get a job. What would you say is your main reason for not planning to go directly to a college or university? (DO NOT READ LIST) (ACCEPT ALL ANSWERS)

DO NOT THINK IT IS NECESSARY TO GET ADDITIONAL TRAINING OR SKILLS IN ORDER TO GET A JOB	01	(4%)
WANT TO TAKE TIME OFF BEFORE CONTINUING WITH ANY TRAINING OR STUDIES	02	(19%)
WANT TO MAKE SOME MONEY	03	(37%)
HAS ENOUGH OF STUDYING.	04	(13%)
COULDN'T AFFORD TO UNDERTAKE ANY STUDIES OR TRAINING.	05	(14%)
GRADES ARE TOO LOW	06	(4%)
A PERSONAL OR FAMILY REASON.	07	(6%)
HAS A JOB TO GO TO	08	(11%)
DO NOT HAVE RIGHT TYPE OF CREDITS	09	(0)

NOT ACCEPTED/COMPETITION 10 (1%)
THINK NOT IMPORTANT. 11 (3%)
DON'T KNOW WHAT I WANT TO DO.....12 (6%)
DO NOT ENJOY SCHOOL. 13 (3%)
WANTED TO WORK 14 (9%)
SEE THE WORLD 15 (3%)
WANT ON-THE-JOB TRAINING 16 (4%)

---

4. When you leave high school, are you planning to undertake studies or training of some kind in the future, have you decided that you won't need any education or training, or have you not given it much thought?

PLANNING TO UNDERTAKE SOME STUDIES OR TRAINING AT SOME TIME 1 (47%)
DECIDED YOU WON'T NEED ANY FURTHER EDUCATION OR TRAINING.....2 (9%)
NOT GIVEN IT MUCH THOUGHT 3 (44%)

---

5. Do you have a fairly specific job in mind that you want to get once you leave high school or do you not have anything specific in mind?

HAVE A FAIRLY SPECIFIC JOB IN MIND (GO TO Q6).....1 (53%)
DO NOT HAVE A SPECIFIC JOB IN MIND (SKIP TO Q12) 2* (47%)

IF SAYS "HAS SPECIFIC JOB IN MIND" TO Q5, ASK:

6. And what sort of job are you thinking about? (PROBE... MUST BE A SPECIFIC JOB)

OTHER MANAGER/ADMINISTRATION 01 (5%)
ARCHITECT/ENGINEER 02 (5%)
MATH/STATISTICS/SYSTEMS ANALYST 03 (3%)
HEALTH.....04 (5%)
ART/PHOTOGRAPHY.....05 (8%)
PERFORMING ARTS 06 (5%)
TYPING 07 (3%)
BOOKKEEPING.....08 (3%)
EDP EQUIPMENT OPERATOR.....09 (5%)
PROTECTIVE SERVICE.....10 (8%)
FOOD/BEVERAGE PREPARATION.....11 (3%)
PERSONAL SERVICE 12 (5%)
OTHER SERVICE 13 (3%)

OTHER FARMING/HORTICULTURE	14	(3%)
ELECTRICAL FABRICATION/ASSEMBLING	15	(3%)
MECHANICS REPAIRER	16	(14%)
ELECTRICIAN	17	(5%)
OTHER CONSTRUCTION	18	(5%)
MOTOR TRANSPORT	19	(3%)
MATERIAL HANDLING	20	(3%)
NO RESPONSE	21	(3%)

---

7. Can you get this type of job with a high school education or do you need any other type of education or training?

HIGH SCHOOL EDUCATION (SKIP TO Q12)	1*	(57%)
NEED OTHER TYPE OF EDUCATION OR TRAINING (GO TO Q8)	2	(43%)

IF SAYS "NEED OTHER TYPE OF EDUCATION OR TRAINING" TO Q7, ASK:

8. And what training or education do you require? (PROBE...ANSWER MUST BE A SPECIFIC TYPE OF EDUCATION OR TRAINING)

MECHANICS	01	(13%)
DRAFTING	02	(6%)
ELECTRONICS	03	(13%)
COMPUTER PROGRAMMING	04	(13%)
MILITARY TRAINING	05	(6%)
GENERAL ARTS/SCIENCE	06	(6%)
FINISH HIGH SCHOOL	07	(6%)
CUSTOMER SERVICE	08	(6%)
HEAVY EQUIPMENT OPERATOR	09	(6%)
OTHER	10	(6%)
DON'T KNOW	11	(13%)
NO RESPONSE	12	(6%)

---

9. Do you know where you could obtain this type of training or education?

YES (GO TO Q10)	1	(81%)
NO (SKIP TO Q11)	2*	(19%)

IF "YES" TO Q9, ASK:

10. Where would you go about obtaining this skill? (DO NOT READ LIST...ACCEPT ONE RESPONSE ONLY)

AT YOUR PLACE OF WORK	01	(15%)
THROUGH A GOVERNMENT TRAINING PROGRAM	02	(0)
AT A PRIVATE INSTITUTION	03	(8%)
UNIVERSITY	04	(0)
COLLEGE	05	(54%)
CORRESPONDENCE COURSE	06	(0)
APPRENTICESHIP	07	(0)
AT A TECHNICAL COLLEGE	08	(15%)
AT A HIGH SCHOOL	09	(0)
ARMED FORCES	10	(8%)

---

11. And would you say it is very likely, somewhat likely, not too likely, or not at all likely that you will obtain this skill or training?

NOT AT ALL LIKELY	1	(0)
NOT TOO LIKELY	2	(6%)
SOMEWHAT LIKELY	3	(44%)
VERY LIKELY	4	(50%)

---

12. Is there any (other) type of education, training, or courses that you are likely to undertake in the future that would be related to obtaining job-related skills?

NO (SKIP TO Q17)	1*	(40%)
YES (GO TO Q13)	2	(57%)
NO OPINION	3	(3%)

IF ANSWERED "YES" TO Q12, ASK:

13. What skill or form of education would you be most interested in obtaining? (PROBE...ACCEPT ONLY ONE RESPONSE...ANSWER MUST BE AT LEAST TEN WORDS)

MARKETING/BUSINESS	01	(10%)
LAW.	02	(3%)
DRAFTING	03	(8%)
ENGLISH	04	(3%)
OTHER LANGUAGES.	05	(3%)

CHEF/COOK.	06	(5%)
MATHEMATICS	07	(3%)
ACCOUNTING	08	(10%)
ELECTRICIAN.	09	(5%)
ELECTRONICS	10	(8%)
COMPUTER PROGRAMMING.	11	(5%)
COMMERCIAL ART.	12	(8%)
NURSES AIDE	13	(3%)
DAY CARE TRAINING	14	(3%)
GENERAL ARTS/SCIENCE	15	(3%)
MANAGEMENT TRAINEE	16	(3%)
CARPENTRY	17	(5%)
FASHION ARTIST MODEL.	18	(3%)
TEACHER.	19	(3%)
OTHER	20	(5%)
DON'T KNOW	21	(5%)
NO RESPONSE	22	(3%)

"IF DON'T KNOW", SKIP TP Q 17

---

14. Do you know where you could obtain this type of training or education?

YES (GO TO Q15)	1	(80%)
NO (SKIP TO Q16)	2*	(5%)
NO OPINION	3	(5%)

IF "YES" TO Q14, ASK:

15. Where would you go about obtaining this skill? (DO NOT READ LIST...ACCEPT ONE RESPONSE ONLY)

AT YOUR PLACE OF WORK	1	(6%)
THROUGH A GOVERNMENT TRAINING PROGRAM	2	(0)
AT A PRIVATE INSTITUTION	3	(6%)
UNIVERSITY..	4	(22%)
COLLEGE	5	(34%)
CORRESPONDENCE COURSE	6	(6%)
APPRENTICESHIP.	7	(0)
AT A TECHNICAL COLLEGE.	8	(6%)
AT A HIGH SCHOOL	9	(19%)

---

16. And would you say it is very likely, somewhat likely, not too likely, or not at all likely that you will obtain this skill or training?

NOT AT ALL LIKELY	1	(5%)
NOT TOO LIKELY	2	(5%)
SOMEWHAT LIKELY	3	(48%)
VERY LIKELY	4	(38%)
NO OPINION	5	(5%)

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17. Have you taken any courses at high school that have given you a skill, that will enable you to get a job once you leave high school?

NO (SKIP TO Q19)	1*	(37%)
YES (GO TO Q18)	2	(63%)

IF "YES" TO Q17, ASK:

18. And what skill is this? (PROBE...MUST BE A SPECIFIC SKILL)

MECHANICS	01	(16%)
DRAFTING	02	(5%)
OTHER LANGUAGES	03	(2%)
CHEF/COOK	04	(2%)
SECRETARY/RECEPTION	05	(11%)
ACCOUNTING	06	(2%)
WIELDING	07	(2%)
ELECTRICIAN	08	(9%)
COMPUTER PROGRAMMING	09	(5%)
COMMERCIAL ART	10	(7%)
SCHOOL BUS	11	(2%)
DAY CARE TRAINING	12	(2%)
MACHINE SHOP	13	(2%)
GENERAL ARTS/SCIENCE	14	(2%)
PRINTING PRESS	15	(2%)
CARPENTRY	16	(11%)
OTHER	17	(14%)
DON'T KNOW	18	(2%)

---

19. Have you had a part-time or summer job in the last two years?

NO (SKIP TO Q22)	1*	(6%)
YES (GO TO Q20)	2	(94%)

IF ANSWERED "YES" TO Q29, ASK:

20. And what jobs have you had? (PROBE...ACCEPT UP TO THREE RESPONSES)

NO OCCUPATION	01	(8%)
LIFE SCIENCES	02	(2%)
SOCIAL WORK	03	(3%)
NURSING	04	(2%)
ART/PHOTOGRAPHY	05	(2%)
SPORT AND RECREATION	06	(8%)
TYPING	07	(3%)
BOOKKEEPING	08	(8%)
RECD/SCHDL/DISTRIBUTION	09	(6%)
RECEPTIONIST	10	(3%)
OTHER CLERICAL	11	(2%)
SALES - COMMODITIES	12	(17%)
SALES - SERVICE	13	(2%)
OTHER SALES	14	(8%)
PROTECTIVE SERVICE	15	(3%)
FOOD/BEVERAGE PREPARATION	16	(32%)
PERSONAL SERVICE	17	(5%)
APPAREL AND FURNISHING	18	(2%)
OTHER SERVICE	19	(14%)
FARMERS	20	(3%)
OTHER FARMING/HORTICULTURAL	21	(11%)
METAL PROCESSING	22	(3%)
METAL SHAPING	23	(2%)
ELECTRICAL FAB/ASSEMBLING	24	(2%)
WOOD FAB/ASSEMBLING	25	(2%)
TEXTILE FAB/ASSEMBLING	26	(2%)
CHEMICAL FAB/ASSEMBLING	27	(2%)
MECHANICS/REPAIRER	28	(8%)
OTHER FAB/ASSEMBLING	29	(2%)
OTHER CONSTRUCTION	30	(11%)
MOTOR TRANSPORT	31	(2%)
MATERIAL HANDLING	32	(5%)
STATIONARY ENGINEER/UTILITIES	33	(2%)
ELECTRICAL/COMMERCIAL EQUIPMENT	34	(2%)
NO RESPONSE	35	(67%)

21. And do you think this job (these jobs) has (have) given you any specific job-related skills that you can use once you leave high school?

NO	1	(38%)
YES	2	(62%)

22. Have you had any form of job-related counselling at high school?

NO (SKIP TO Q25)	1*	(73%)
YES (GO TO Q23)	2	(27%)

IF "YES" TO Q22, ASK:

23. Would you say that this counselling has been very useful, somewhat useful, not too useful, or not at all useful in thinking about the kind of job you would like to obtain once you leave high school?

NOT AT ALL USEFUL	1	(5%)
NOT TOO USEFUL	2	(16%)
SOMEWHAT USEFUL	3	(47%)
VERY USEFUL	4	(32%)

---

24. And has this counselling been very useful, somewhat useful, not too useful, or not at all useful in helping you understand the kind of skills you might need in helping to get the kind of job you might want?

NOT AT ALL USEFUL	1	(0)
NOT TOO USEFUL	2	(5%)
SOMEWHAT USEFUL	3	(42%)
VERY USEFUL	4	(53%)

---

25. Have you had any other form of job-related counselling?

YES (GO TO Q26)	1	(14%)
NO (SKIP TO Q27)	2*	(86%)

IF ANSWERED "YES" TO Q25, ASK:

26. Which of the following types of job-related counselling services have you used? (READ AND ROTATE LIST) (ACCEPT ALL RESPONSES...PROBE: "Any others?")

COLLEGE OR UNIVERSITY COUNSELLING SERVICE	1	(0)

CANADA EMPLOYMENT CENTRE COUNSELLING SERVICE	2	(20%)
PRIVATELY OPERATED COUNSELLING SERVICE	3	(40%)
COMMUNITY CENTRES OR ORGANIZATIONS	4	(30%)
LEADERSHIP CAMP	5	(10%)
YOUTH GROUP	6	(20%)

Now, I'd like to ask you some questions about various kinds of jobs.

27. The economy can be divided into a number of sectors. Which one of the following would you most prefer to work in? (READ AND ROTATE LIST...ACCEPT ONE RESPONSE ONLY)

MANUFACTURING IN A PLANT OR FACTORY	01	(7%)
MINING OR FORESTRY	02	(4%)
TRANSPORTATION	03	(7%)
CONSTRUCTION	04	(17%)
HOSPITALITY/TOURISM	05	(6%)
THE RETAIL TRADE OR PERSONAL SERVICES	06	(11%)
EDUCATION, HEALTH OR SOCIAL SERVICES	07	(11%)
FINANCIAL AND BUSINESS SERVICES	08	(17%)
GOVERNMENT	09	(14%)
ARTS/ENTERTAINMENT	10	(1%)
COMMUNICATIONS	11	(1%)
NO OPINION	12	(1%)

For each of the following, I'll be using a ten point scale where ten indicates extreme interest and one indicates no interest, please tell me how interested you would be in obtaining each. The first is...(READ AND ROTATE Q28 TO Q36)

NO INTEREST EXTREME INTEREST

1 2 3 4 5 6 7 8 9 10

	MEAN RATING
28. A skilled trade in the construction industry	4.97
29. A skilled trade in manufacturing	4.49
30. A skill in education, health or community services	5.60

31. A skill in the secretarial or clerical area	3.21
32. A skill related to computers or electronics	5.59
33. A skill in a technical or mechanical area	6.23
34. A skill using numbers	5.19
35. A skill involving dealing with people	7.47
36. A skill related to sales or merchandising	6.23

END OF ROTATION

Now, I'm going to read you a list of statements various people have made at one time or another. I'd like you to tell me how you personally feel about each statement by giving me a number between -5 and +5, where -5 means you totally disagree with the statement and +5 means you totally agree with the statement. Many people's opinion fall somewhere in between these two points depending on how they feel about the statement. The first statement is...(ROTATE STATEMENTS 37-48...READ FIRST STATEMENT...REPEAT SCALE INSTRUCTIONS IF REQUESTED) Where would you place yourself on this scale?

TOTALLY DISAGREE DEPENDS TOTALLY AGREE

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

	MEAN RATING
37. If you are prepared to work hard you can get ahead even if you don't have many job skills or special training.	1.74
38. I am dissatisfied with the kind of preparation I received at high school for the work world.	0.71
39. I expect that I will have to be retrained a number of times during my working life	0.76
40. A job doesn't have to be an important part of my life, since my life outside of work is much more important to me than what I do as a job.	-1.41
41. It is fairly easy to get a good paying job in Ontario today.	-0.51
42. You don't need any special skills or job training to get a well paying job today.	-2.67
43. My job doesn't allow me to use all the skills I have acquired.	1.01

44. The job I currently do will not be around twenty years from now. -1.87

45. There are a lot of things I want to accomplish in my life. 4.31

46. My job provides me with new and interesting challenges every day. 1.36

47. I expect to retire before I am 55 years of age. -0.74

48. I am prepared to train and study now and maybe not make a big wage, in order to build a better future for myself. 2.33

END OF ROTATION

Now, I have a few final questions for statistical purposes...

49. What is your age, please?

17 YEARS	01	(57%)
18 YEARS	02	(27%)
19 YEARS	03	(9%)
20 YEARS	04	(1%)
25 YEARS	05	(1%)
26 YEARS.	06	(3%)
27 YEARS	07	(1%)

---

50. Which of the following income groups includes your annual household income? (READ CHOICES)

LESS THAN $ 5,000	01	(10%)
$ 5,000 - $ 9,999.	02	(7%)
$10,000 - $14,999	03	(3%)
$15,000 - $19,999	04	(10%)
$20,000 - $24,999	05	(10%)
$25,000 - $29,999	06	(5%)
$30,000 - $34,999	07	(9%)
$35,000 - $39,999	08	(9%)
$40,000 - $44,999	09	(9%)
$45,000 - $49,999	10	(9%)
$50,000 AND OVER	11	(19%)

---

51. Which of the following income groups includes your annual personal income? (READ CHOICES)

LESS THAN $5,000	01	(72%)
$ 5,000 - $ 9,999	02	(16%)
$10,000 - $14,999	03	(3%)

$15,000 - $19,999.	04	(7%)
$20,000 - $24,999	05	(0)
$25,000 - $29,999	06	(0)
$30,000 - $34,999	07	(0)
$35,000 - $39,999	08	(2%)
$40,000 - $44,999	09	(0)
$45,000 - $49,999	10	(0)
$50,000 AND OVER	11	(0)

---

52. What is your father's occupation? (PROBE...MUST BE AN OCCUPATION NOT A SECTOR OF THE ECONOMY)

UNEMPLOYED	01	(1%)
DECEASED	02	(9%)
RETIRED	03	(3%)
GOVERNMENT OFFICIALS/ ADMINISTRATORS	04	(1%)
OTHER MANAGER/ADMINISTRATOR	05	(10%)
OTHER ARCHITECT/ENGINEER	06	(1%)
UNIVERSITY TEACHING	07	(1%)
ELEMENTARY/SECONDARY TEACHING	08	(1%)
OTHER TEACHING	09	(1%)
WRITING	10	(1%)
SPORT AND RECREATION	11	(3%)
TYPING	12	(1%)
BOOKKEEPING	13	(3%)
OTHER CLERICAL	14	(1%)
SALES - COMMODITIES	15	(6%)
PROTECTIVE SERVICE	16	(3%)
LODGING/ACCOMMODATION	17	(1%)
OTHER SERVICE	18	(1%)
FARMERS	19	(1%)
METAL PROCESSING	20	(4%)
CHEMICAL PROCESSING	21	(1%)
FOOD/BEVERAGE PROCESSING	22	(1%)
METAL SHAPING.	23	(6%)
ELECTRICAL FAB/ASSEMBLING	24	(1%)
MECHANICS/REPAIRER	25	(6%)
ELECTRICIAN	26	(1%)
OTHER CONSTRUCTION	27	(11%)
MOTOR TRANSPORT	28	(4%)
PRINTING	29	(1%)
OTHER OCCUPATIONS	30	(1%)
OTHER	31	(3%)
NO RESPONSE	32	(4%)

---

53. And what is your mother's occupation? (PROBE MUST BE AN OCCUPATION OR HOMEMAKER, NOT A SECTOR OF THE ECONOMY)

DECEASED	01	(1%)

HOUSEWIFE	02	(24%)
OTHER MANAGER/ADMINISTRATION	03	(1%)
SOCIAL WORK	04	(4%)
LAW	05	(1%)
LIBRARY/MUSEUM	06	(1%)
HEALTH	07	(1%)
NURSING	08	(13%)
OTHER MEDICINE/HEALTH	09	(1%)
ART/PHOTOGRAPHY	10	(1%)
TYPING	11	(6%)
BOOKKEEPING	12	(3%)
EDP EQUIPMENT OPERATORS	13	(1%)
RECD/SCHDL/DISTRIBUTION	14	(1%)
OTHER CLERICAL	15	(4%)
SALES - COMMODITIES	16	(4%)
FOOD/BEVERAGE PREPARATION	17	(9%)
FARMERS	18	(1%)
ELECTRICAL FAB/ASSEMBLING	19	(1%)
TEXTILE FAB/ASSEMBLING	20	(3%)
OTHER CONSTRUCTION	21	(1%)
MOTOR TRANSPORT	22	(1%)
MATERIAL HANDLING	23	(3%)
PRINTING	24	(1%)
OTHER	25	(3%)
NO RESPONSE	26	(4%)

---

54. To which ethnic or cultural group(s) do you or did your ancestors belong, that is what country did they come from? (ACCEPT UP TO THREE ANSWERS, DO NOT ACCEPT CANADIAN, EUROPEAN, OR AMERICAN AS AN ANSWER) (READ LIST IF REQUIRED)

ENGLISH	01	(36%)
FRENCH	02	(20%)
IRISH	03	(11%)
SCOTTISH	04	(11%)
GERMAN	05	(14%)
ITALIAN	06	(3%)
UKRAINIAN	07	(1%)
EASTERN EUROPEAN	08	(1%)
PORTUGESE	09	(3%)
DUTCH	10	(1%)
SCANDINAVIAN	11	(6%)
JEWISH	12	(1%)
POLISH	13	(1%)
BLACK -- FROM THE CARIBBEAN	14	(3%)
NON-STATUS INDIAN	15	(1%)
FILIPINO	16	(1%)
CHINESE	17	(3%)
CAMBODIAN	18	(1%)
WEST INDIAN	19	(1%)
LATIN AMERICAN	20	(1%)
GUYANA	21	(1%)
MALTA	22	(1%)

YUGOSLAVIA 23 (1%)
MACEDONIAN 24 (1%)
ARABIC 25 (9%)

55. (What is your mother tongue, that is, the language you first spoke at home? (DO NOT READ LIST)

ENGLISH 1 (74%)
FRENCH 2 (7%)
BOTH (VOLUNTEERED) 3 (1%)
OTHER 4 (17%)

---

56. Sex. (BY OBSERVATION)

MALE (SKIP TO END) 1* (70%)
FEMALE (GO TO Q57) 2 (30%)

IF "FEMALE" TO Q56, ASK:

57. Do you expect to work outside the home all, most, some, or only a little of your work life?

ONLY A LITTLE 1 (5%)
SOME. 2 (29%)
MOST 3 (52%)
ALL 4 (14%)

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58. Version

LEFT HIGH SCHOOL 1 (0%)
STILL ATTENDING HIGH SCHOOL 2 (100%)

Ontario

Ministry of Skills Development

Alvin Curling
Minister

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